THE COMPASS

AMERICAN ASSOCIATION OF SOCIAL WORKERS

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Position-Classification in Social Work

By J. J. Donovan

Acting Director, Civil Service Assembly of the United States and Canada

As each passing year brings more widespread adoption of formalized personnel procedures in the public service, and as public agency social workers in steadily mounting numbers come within the scope of merit system programs, so also do they come in contact to an increasing extent with position-classification plans. These plans, usually developed and administered by a central personnel agency, are in a very real sense the foundation stones from which the structure of a comprehensive personnel program arises. Just as sound personnel administration is an essential part of the management policy of a forward-looking welfare administrator, so also is a sound position-classification plan a basic part of his personnel program. And by the same token, just as members of the agency's staff stand to benefit under good personnel policies, so also can they profit from an understanding of the general principles according to which their positions are classified.

To social workers, whose everyday vocabulary includes such terms as "personnel standards" and "staff evaluation," the concepts bound up in the phrase "position-classification" are often well understood. That they are also often misunderstood is demonstrated with sufficient frequency, however, to forbid making a sweeping generalization of the statement. Blame for this, if blame must be assigned, quite likely lies at the door of the public personnel practitioner. He, rather than his fellow personnel worker in the field of private enterprise, has been primarily responsible for contributing the concept of position-classification to the methodology of personnel administration, and to him rightfully belongs the responsibility for making clear to all employees in the public service the principles on which it rests.

ESSENTIAL STEPS

Stripped down to its essential phases, the establishment of a position-classification plan consists of five major steps. These steps briefly outlined, are as follows:

1. A careful analysis of the duties and responsibilities assigned to each employee. (This is usually accomplished by means of questionnaires filled out by individual employees, supplemented by interviews and spot-checks.)

2. The grouping into a single category of all jobs closely similar in kind and level of duties and responsibilities, and the assignment of an appropriate descriptive title to the "class" of positions. (Some classes, such as "Student Social Worker," may be found in only one major department in a jurisdiction; others, such as "Senior Stenographer," may be found in several different departments.)

3. The preparation of a standard description, or "specification," for the class of positions. (The specification usually includes a general statement of the principal duties and responsibilities, several illustrations of typical job requirements, and often, but not always, a statement of the training, experience, and personal qualifications deemed necessary or desirable for performing the work successfully.)

4. The tentative allocation or assignment of each employee's job to one of the standard classes of positions. (Since an employee's work can differ both in its nature and in its degree of difficulty, it is often necessary to establish two or more different levels of the same general class of positions to provide adequate means for recognizing marked differences between the level of responsibility of different employees' jobs.)

5. The hearing of employee complaints and criticisms rising out of dissatisfaction with their status under the classification plan. (Ideally, there should be a continuing process of clearance and adjustment at various critical points during the development stages. It is usually found, however, that the greatest bulk of employee complaints center about dissatisfaction over the allocation of their positions.)

ADVANTAGES OF A PLAN

Once a classification plan has been developed, adopted, and put into operation in a particular organization, its advantages soon become apparent. These advantages are not all on the side of management, but are shared all the way from top to bottom of the staff organization. Perhaps the most important use of a classification plan is to give force and meaning to the slogan, "equal pay for equal work." When the standard schedule of pay rates is developed in conjunction with a classification plan, employees are paid on a uniform basis according to their class of work. Gearing pay policies to the classification plan serves to rule out such extraneous factors in pay rate determination as sheer length of service, personal favoritism, location of work, and non-essential differences in employee skills and qualifications.

By virtue of the fact that class specifications, when properly prepared, give a new employee a tangible picture of his job and an inkling of the work expected of him, the employee is better able

to fit himself into the organizational pattern. The fact that classes of positions are arranged in an orderly, schematic pattern also clarifies general lines of promotion within the over-all organizational structure. It is a mistake, however, to look on the classification plan as a device to narrow channels of promotion unduly, and exclude those outside the immediate path of advance from being given consideration.

To the responsible head of the organization, a position-classification plan also holds forth decided advantages. Aside from the tangible assurance that it gives him in shaping and implementing his personnel policies, a classification plan vastly simplifies his budgetary problems and financial controls. Through such a plan he is able to plot with precision the budgetary needs of his organization well in advance. Using defined classes of positions as the units with which to build his organizational structure, he is better equipped to cope with the load to be carried by the organization than if he must depend entirely on the unspecified potentialities of hypothetical future employees.

BY-PRODUCTS

Reference to this last-mentioned use of a classification plan leads back to further enumeration of points at which it enters into the development of sound personnel policies. Adequate class specifications are the first requisites in any planned program of staff recruitment. This applies not only to the original building of a staff, but to the even greater total volume of staff replacements that inevitably become necessary over a period of time. For example, when an examination is being developed by the central personnel unit, a primary point of reference is the class specification for the position involved. Oftentimes, when a civil service examination yields a type of person with whom the head of the operating agency is dissatisfied, the cause is not so much a poor examination, but rather a lack of common understanding and agreement between the agency and the personnel unit on the kind and level of work to be performed.

Use of the classification plan does not end with the process of employee selection; it also enters into several other aspects of personnel administration. Among these, two are of particular importance: supplying the framework for a program of in-service training or staff development; and providing the basis for a system of service ratings for the evaluation of staff performance. Without a classification plan to supply accurate information concerning the nature of a job and the qualifications needed for its performance, any program of staff development is likely to be aimless and fruitless. Similarly, without a classification plan to group like positions together and to analyze qualities needed for successful performance on the job, any comparison between staff performance and work standards becomes extremely difficult.

HAZARDS

The discussion has thus far centered on the use and potential value of a well constructed, well administered position-classification plan. It is not to be inferred, however, that such a plan is of itself a guarantee of sound personnel administration and good working conditions. There are circumstances, in fact, under which the long-term effects of a classification plan on a particular organization can be far from salutary. It may be worthwhile to mention some of them here.

One occasional by-product of a classification plan, when such a plan is inadequately understood by operating officials, is to institutionalize or "freeze" such things as faulty organizational structure, unbalanced assignments of duties, inefficient flow-of-work patterns, and the like. It is important to realize that the prime purpose of a position-classification plan is to describe the duties and responsibilities of each employee's position as they are currently found—not as they might be, or as they ought to be. Unless the head of an operating agency is alert to this fact and takes preliminary steps to audit work procedures and other phases of staff operation in advance, it is often the case that the establishment of a position-classification plan serves to perpetuate bad practices along with the good. This is particularly true if no attention is paid to maintaining the currency of the classification plan after it has once been installed, and the need for bringing it up to date with periodic revisions is neglected.

Another potential hazard in the classification plan has to do with the matter of "minimum qualifications." Here, perhaps, more than in any other aspect of position-classification, are found conflicts between professional groups and personnel practitioners. More often than not, these conflicts can be traced to the fact that the two groups are talking about two different things.

MINIMUM AND DESIRABLE QUALIFICATIONS

One of the most laudable functions that any professionally minded occupational group can perform is to establish, maintain, and advance constructive standards of conduct and competence in its prescribed field. At the outset, these standards are necessarily goals to which the group as a whole aspires. Later, as these standards find validity in the eyes of the clientele served by the group, they tend to become accepted requisites. But in a jurisdiction where a true merit system operates, the question as to whether these standards are to be promulgated as "minimum standards" or "desirable standards" may have decidedly different effects on the position-classification plan and the selection procedures based on it.

From the point of view of the personnel worker, "minimum qualifications" are usually considered as referring to those qualifications without which a prospective employee would most probably be a failure on the job. And to the personnel

worker, "desirable qualifications" are the kind for which he is actively seeking and hopes to find. Between the two there is usually a considerable span. It is bounded at one end by a more or less arbitrarily determined judgment of how little skill an employee can have and still do a passable job. On the other end it is bounded by the available supply of well-qualified, interested job applicants in view of the existing salary scale, residence restrictions, working conditions, and the like.

When a merit system examination is given which is built aroung advertised minimum standards that are in fact "desirable" standards, those sharing responsibility for developing the standards very often are criticized as being arbitrary and unrealistic. The onus is borne both by the personnel agency and by the particular professional group that may be involved, and both incur what may become serious public relations liabilities. Of the two, the professional group often suffers the greater lasting damage.

Among public personnel agencies, there has been a gradual trend in recent years away from the use of "minimum qualifications" as a device for the preliminary screening out of inferior applicants. In lieu thereof, qualifications that are established are designated as "desirable" qualifications, and greater reliance is placed upon the selective powers of a well-planned examining process. When the eligible list is ultimately established, those with desirable qualifications are usually found well up in the front ranks, and the rest have either fallen by the wayside or are in the lowest strata of the eligible list. At the same time, no one has been denied democratic opportunity to compete for a position in the public service solely on such tenuous grounds as the lack of three months of the minimum amount of experience, or two credit hours of academic work.

Other hazards to be avoided in the establishment of a position-classification plan might be described at length. Some of them are essentially of a technical nature, with which only the personnel agency need be concerned. Many, however, have a direct bearing on the ultimate value of the classification plan to the departmental administrator and the members of his staff. Avoiding hazards of this latter kind calls for the closest possible working relationship between the operating department and the central personnel agency, and a continuing awareness of the mutual interests which are at stake.

RESPONSIBILITY FOR STANDARDS

That social workers as a group are working toward this common ground of understanding has been repeatedly demonstrated. Elsewhere in this issue of THE COMPASS appears a draft of a statement prepared by the AASW National Personnel Practices Committee. This exceptionally comprehensive statement, setting forth the committee's views regarding necessary and desirable ingredients of an agency personnel program, is a stimulating and thought-provoking document. Of similar significance is a recently published statement by the Personnel Committee of the American Public Welfare Association, concerning the responsibilities of the public welfare administrator regarding the use of staff skills.[1] Considered together, these two committee reports disclose a keen appreciation of the important bearing that well-founded personnel practices have on the effective functioning of a social work agency.

Personnel workers, too, have a responsibility to familiarize themselves more fully with present-day thought on matters of personnel administration in the social work field. This is particularly true in public jurisdictions, where central personnel agencies are often given responsibility for administering an over-all personnel program based on a code of law and rules. Here the basic problem becomes one of fitting many and divers governmental functions into the framework of a single over-all personnel program. Under such conditions, particularly when overly detailed provisions in basic laws rob the program of needed flexibility, the level at which the program operates is set by the less progressive departments more often than by the more progressive ones. And when such unfortunate circumstances prevail, it is small wonder that administrators and employees in the latter departments question whether they have gained or lost under the program.

One administrative device that has proven to be highly useful in interpreting the needs of the operating agency to the central personnel unit has been the establishment of a departmental personnel office as an integral part of the operating agency. Through this office, staffed by persons trained in personnel administration and versed in the activities of the department, knotty problems of fitting the over-all personnel program to the particular needs of the department can often be resolved. These problems oftentimes center about matters of position-classification, or arise indirectly from them. It may be, for example, a case of giving adequate recognition to a specialized occupational field through the establishment of a new, separate class. Or it may be a question of a promotion or a transfer when the duties of an employee have gradually changed to the extent that he is no longer performing the duties of his class of work. The departmental personnel officer, because he is close to the scene of the difficulty, can initiate any remedial steps that may be necessary, and can do it far more quickly than would be the case if such matters were left entirely to the usually overburdened auditing facilities of the central personnel agency. Many of the larger public welfare agencies in state and local governments now have personnel officers, and almost

[1] See "Preparation for Social Welfare Service in Public Agencies," *Public Welfare*, January, 1945, p. 21.

(Continued on page 14)

Personnel Practices Committee Reports

By Florence Hosch, Chairman [1]

RECOGNIZING the responsibility of the Association in the area of personnel standards, a national Personnel Practices Committee was established in September, 1944, with the following assignment: (1) the review and study of current personnel practices of social agencies; (2) the development and publication of a statement of standards for personnel selection, compensation, and other conditions of work; and (3) suggesting means by which national and local AASW groups may work toward bringing about improved personnel practices, and carrying on the national level the responsibility for matters in this area.

The committee believed its most important and immediate responsibility was the formulation of a new standards statement on personnel practices for presentation at the 1945 Delegate Conference. The present platform statement, adopted in 1937, has already had a distribution of 50,000 copies and there is a continuing demand for such material. Because of this demand and with the limited time at its disposal the committee decided to use the data already available on personnel practices and not to survey and analyze, through direct contact with social agencies, the existing practices.

Although there will be no 1945 Delegate Conference, the work of the committee to date is being presented in *tentative form.* Members are urged, individually and through chapters, to study these proposals and forward to the committee, through the national office, comments and criticisms so that the committee can then present to a Delegate Conference a final statement on standards which will be representative of the thinking of as many AASW members as possible.

STANDARDS APPLICABLE IN ALL KINDS OF AGENCIES

At the outset the committee was confronted with several problems. One was the problem of formulating a generic statement which would be useful to all types of agencies, public and private, large and small. The committee believes that the proposed statement of principles regarding personnel practices are applicable to all agencies although the methods of implementing them will necessarily vary among agencies depending upon numerous factors. Comment on the 1937 platform was to the effect that it was too general and that a revised statement should be more specific. The committee has made specific recommendations wherever it seemed possible to do so.

Another difficulty was that of attempting to define standards which are generally desirable, but which may be difficult for some agencies to put into practice during the war period even if they wished to do so. The committee was in complete agreement that the AASW owed to its membership and to any others who sought its counsel in the matter a statement of standards which presents the most desirable practice and should not be limited by the difficulties inherent in personnel administration during the war or any other emergency period.

The committee has made a very earnest attempt to be realistic, rather than utopian, with the realization that standards serve as a goal and that for some time to come recommendations of the AASW will be higher than the current practice in many agencies. It is recognized that some agencies will consider some of the proposals utopian but none has been included which has not been tested and found desirable in actual practice.

The committee was also faced with the fact that in some aspects of personnel practices, standards are well defined and generally accepted. On the other hand, some practices have emerged and are an integral part of personnel administration in some agencies, but these practices are not fully developed and cannot therefore be as clearly defined. The section on *Standards of Performance* is an example of this problem.

The committee discussed the extent to which regional differences in regard to current practice should be given consideration in the defining of desirable standards. There was also the question of the variations in the development of practice among national agencies and the effect of such variations on local communities. The decision of the committee in this regard, again, was that the general principles are equally applicable to all agencies and the AASW statement should serve as a blueprint which might be effective in bringing about more uniformity in practice.

[1] The committee is composed of 14 members living in Chicago, Cleveland, Detroit, Grand Rapids, Indianapolis, Madison, Milwaukee, and Saginaw (Michigan) and having experience in public and private agencies on the operating as well as administrative level and in participation in the AASW and in labor unions.

Some of the problems which faced the committee have been noted above in order that the membership will know that they were not ignored by the committee and in the hope that many suggestions will be forthcoming so that the final AASW statement will serve the most useful purpose.

RESPONSIBILITY ON SALARIES

The committee also discussed, both in closed session and with a representative of the Social Service Division, UOPWA, the responsibility of AASW to implement a program for the social work field which would result in more adequate salaries. The section on *Pay Plans* represents a beginning in this direction in that it outlines criteria for determination of salaries. The committee felt that it could make no recommendation on social work salaries without having the findings of detailed research in the matter. It was the consensus of the committee that the AASW should undertake a study of salaries in social work and should take the responsibility for recommendations in this regard. The present AASW membership census will give important data on this subject but additional studies are essential.

An approach has been made by the committee to the third part of its assignment. We recognize, however, that one of the most difficult tasks confronting the AASW will be the development of methods by which standards of personnel practices can be interpreted to agencies in order that as many as possible will accept them. The committee will undoubtedly present recommendations on this subject after final revisions of the statement are made.

At the present time, *the committee urges that this statement not be presented to agencies* since it has not been finally adopted by any AASW group as a recommended standard. It is *presented here for AASW membership discussion only.*

Draft Statement on Personnel Practices in Social Work

Prepared by National Personnel Practices Committee *for discussion purposes only*

PRODUCTIVE social service depends primarily upon qualified staff working under good employment conditions. The AASW is properly concerned with defining and encouraging the adoption of those personnel practices which contribute to a high quality of social service. Although written to cover employees in social work positions, the principles and standards recommended herein are generic to good personnel administration. An attempt has also been made to differentiate between those standards which are essential and those which are desirable.[1]

The Association recommends to social agencies and to social workers the principles and standards described hereafter.

I. PRINCIPLES

1. We support the merit principle in the selection, retention, promotion, and dismissal of employees. The person best qualified to do the job should be selected without regard to race, color, sex, creed, marital status, except as the function or auspice of the agency limits the personnel who might be used effectively. There should be no discrimination on the basis of political or union affiliation.

2. Professional education in a recognized school of social work provides the best preparation for practice in social work.

3. Selection and maintenance of personnel on the basis of competence should be supported by a continuous plan of personnel procedures mutually understood by employer and employee.

4. Employer and employee alike have a responsibility for honesty in preliminary discussion of the position and both are responsible for carrying out the contract agreed upon.

5. The right of individuals to bargain collectively and to be represented by a union of their choice is recognized and approved by the Association.

6. There should be machinery to enable and encourage staff members to participate in the development of agency policy and program.

II. THE STANDARDS

1. *Classification Plans*

Agency administration is responsible for defining all positions within the agency, classifying them on the basis of kind and degree of respon-

[1] Where the standard recommended has proved essential to good personnel administration, the word "should" or a synonym is used. Where standards are not yet fully developed or generally accepted in practice, but where the committee felt such standards sufficiently developed and tested to be recommended, such phrases as "may be" or "it is considered good practice" are used.

sibility, so that employees may have a clear understanding of their duties and the agency may have a proper basis for paying its employees.

A classification plan also serves as the basis for agency and community planning in setting up a new social work program and the necessary types of personnel to implement such programs.

The procedure for establishing a classification plan includes: (1) an analysis of the duties of each employee as currently assigned; (2) the evaluation of these job analyses to determine the degree of responsibility involved in each; (3) the grouping of similar positions in one class; (4) the determination of the personnel qualifications requisite to adequate performance in each class; (5) the arrangement of the classes of positions in an orderly sequence based upon the degree and kind of skill and responsibility required for the various classes.[2] (See section on Pay Plans for material on salaries.)

In social work, as in other professions, there is a wide range in the competence and skill of the practitioner (worker) and agencies requiring skilled service should provide in their classification plans for utilization and recognition of various degrees of skilled service by appropriate position-classification and compensation. The practitioner's service may be equal to or exceed that of some of the supervisory or administrative staff. In setting up the classification plan to allow for great variation in the skill required, it is essential to have several classes, arranged in a series, rather than allow a long range within the one class.

There should be staff participation in the establishment of the classification plan and an understanding of the basis for assigning their respective positions to a particular place in the classification plan. The machinery for careful, periodic review of the agency's classification plan should be established and followed. Use should be made of personnel standards enunciated by appropriate standard-setting groups, such as professional associations, national social agencies, councils of social agencies and others. Uniform job titles and uniform terminology used to describe agency operations greatly facilitate the use of standard-setting material and simplify national and community-wide personnel administration.

2. *Pay Plans*

Agencies should have a pay plan made up of salary scales for each class of positions based upon a comprehensive, carefully worked out position-classification plan. There should be provision for a minimum and a maximum in each classification, with implementation for the attainment of the maximum within a reasonable period of time.

Factors to be considered in establishing a salary scale for a position are: (1) the value of the service to the community; (2) the degree of responsibility of the employee for exercising judgment affecting others, both in number of persons affected and extent to which affected; (3) the skill required to perform adequately; (4) the rates of pay for comparable service in other agencies and services in the community and nation; (5) the right of the professional worker to a salary which will allow him to participate in the professional and cultural activities of the community and to develop and maintain his professional skills.[3]

Within the salary scale there should be a series of salary steps, with provision for progression from one step to another at regularly specified intervals. As indicated under Classification Plans, there should be provision for a wide range in skill within a series of positions, without the necessity for transfer to a supervisory or administrative position in order to obtain adequate compensation for ability.

In addition to salary, special expenses incident to the performance of the job, such as transportation on the job, fees for luncheons and conferences important to the full functioning on the job, should be a charge against the agency and not the employee's salary. Per diem and automobile mileage payment should be sufficient to cover the employee's actual expenses.

There should be a definite number of hours specified as the employee's work week (see Section 14 on Hours of Work) and the pay plan should allow for adjustments if the work week is extended or reduced.

In order that an agency maintain a sound salary plan it is necessary that it make a systematic and periodic review of its pay plan and an evaluation of its jobs and the way in which their functioning carries out the purpose of the agency, making changes as current conditions indicate. Modifications should be based on scientific, objective study of changes in job responsibility, the current standard of living, trends in salary plans in the social work field and in related fields. A standing committee, a personnel division or some group especially appointed for this purpose, should be charged with the responsibility of maintaining the current and the best information available in relation to salaries and the problems interrelated with them for the agency. This should be a regular function and not a casual or emergency assignment.

Agencies doing similar work in local communities should develop comparable wage standards

[2] For discussion of classification plans see *Position-Classification in the Public Service*, especially Chapter V, "Position Analysis for Classification Purposes." Published by the Civil Service Assembly of the U. S. and Canada, 1942.

[3] For discussion of pay plans see issues of *Public Personnel Review:* "The Wartime Salary Problem" by Ismar Baruch, April, 1944; "Elements of a Comprehensive Personnel Program" by Henry F. Hubbard, July, 1940. Published by the Civil Service Assembly of the U. S. and Canada.

for similar positions; these wage scales when applied uniformly throughout the community should make for greater stability of personnel and also stimulate agencies to maintain higher standards of service for the community.

3. *Selection of Personnel*

The employer should have a written description of the duties and responsibilities of the job and the qualifications necessary and desirable on the part of the employee who is to fill the job. Application should be in writing and the employer should make full use of references and other devices for confirming and evaluating the applicant's qualifications. (See Section 10 on Personnel Records, Measurement of Performance, and Service Ratings.)

In choosing an employee, attention should be given to education, experience, skill and personal qualities. Whenever possible agencies should select persons who have completed their professional education. When this is not possible, applicants should be selected who have completed a year of professional education or are interested in and prepared to avail themselves of graduate professional education. Agencies should be prepared to assist these employees in obtaining further social work education.

In addition to persons outside the agency, employees should have an opportunity to apply for open positions. Residence, while it may be a legitimate factor in consideration of applicants, should not constitute a barrier to consideration of competent non-residents.

4. *Appointment of Personnel*

Appointment should be to a particular position, the duties of which are clearly defined in writing as well as the conditions of employment. The agency's personnel manual (see Section 11 on Personnel Administration) should be available to the employee at the time of appointment and thereafter. He should understand what the agency is doing and what part he is to have in the agency's program.

5. *Work Assignment*

Each employee should have a written statement of the responsibilities and duties assigned to him As major changes are made in his assignment, these should be confirmed in writing. For employees performing a variety of operations, those which are most important should be so indicated in order that the employee may plan his work in accordance with the agency's requirements and may know on which duties he will be rated.

6. *Orientation*

Employees, regardless of the relevance, kind and amount of previous education and experience, require a designated and carefully planned orientation period. Such an orientation should be provided for employees promoted or transferred to other positions within the same agency as well as for employees newly appointed to the agency. Previous education and experience should be fully utilized in the orientation period.

Such an orientation program should provide the employee with sufficient knowledge to meet the responsibilities assigned to him as they are assigned. This knowledge may be imparted to the employee through conferences with his immediate superior and other agency staff members, through group meetings (regular staff meetings, special programs for new employees, and seminars and study groups for regular staff), through actual practice in performance of the duties of the job with supervisory consultation, through review of agency manuals, history, policy and procedure, and through related reading. Where new employees are appointed in sufficient numbers, there are additional values to the employees in having much of the orientation material presented to the group rather than given individually.

7. *Opportunity for Staff Development*

In the interest of rendering the highest possible service to clients, employees should have opportunity for development of their skills. Agencies should facilitate such learning by the provision of well qualified supervisors and consultants, by safeguarding the supervisory time allotted for conferences, by carefully planned staff meetings for discussion of agency plans and social work problems and methods, by allowance of leave for attending social work conferences, seminars and institutes, and for protracted leaves for professional education. (See Section 15 on Educational Leave.)

As a further aid to development, employees should be encouraged to participate in and provide leadership for staff meetings, inter-agency meetings, and community or neighborhood meetings. Participation in state conferences of social work, regional or national agency meetings and social work professional associations contribute largely to the development of strong professional personnel and pay dividends to the agencies encouraging their employees to participate in such groups.

8. *Staff Participation in Policy-Making and Program of Agency*

Staff members should have an opportunity to contribute to the development of agency policy. The higher the rank of the individual, the greater

his inherent responsibility for the development and formulation of policy. The less experienced workers also make valuable contributions in this area; they develop more rapidly if allowed to participate in policy-making and the quality and quantity of their work is increased if they have a part in the development of the agency's program. The agency should provide the machinery for such participation.

9. *Standards of Performance*

The agency should have as an objective the development of written standards of performance for positions in its classification plan. Such standards are an essential factor in personnel evaluation. Standards of performance may be developed by determining the relative importance of the various duties required in the position and describing the way in which it is desirable to have each performed. Methods and processes which are specific and mechanical can easily be described and standards set for their performance; it is important that agencies also work toward a defining of standards for those areas of responsibility in which professional judgment is paramount. Agency staff members concerned with the use of the standard for a particular position should contribute to its development.

10. *Personnel Records, Measurement of Performance, References*

(1) *Records*

Agencies should maintain a personnel record for each employee containing applications, references, contracts or agreements, work assignments, evaluation and service ratings, and correspondence. This material should be carefully protected against review or use by unauthorized persons.

(2) *Evaluations*

Evaluations and service ratings are used (a) as the basis for personnel action; (b) to assist the worker in his professional development; (c) to assist the agency in strengthening its program of service.

Agencies should provide for each employee, regardless of size of agency staff or length of time the employee has been in his present position, evaluations and ratings at the end of regular intervals on a series of job elements mutually agreed upon as composing the employee's work assignment. Informal evaluation of the employee's work should be a continuous process by employer and employee with the periodic evaluation summarizing and crystallizing the judgment of evaluator and evaluatee. All persons to whom the employee is directly responsible should participate in the evaluation and in the establishment of the final rating. It is imperative that the employee be evaluated on the degree to which he has performed satisfactorily the jobs actually assigned to him during the period under consideration.

The best procedure in evaluations includes preparation by both evaluator and evaluatee by review of examples of the evaluatee's work carefully selected so as to give a true sample, by conference in which there is full discussion of the employee's work, and by understanding on the part of each as to the basis for establishment of a rating on each aspect. The final responsibility for determining the evaluation rests with the evaluator. The evaluator should then write a narrative covering the points agreed upon in conference. This evaluation should be read by the employee and he should have opportunity to file a statement covering any points on which he disagrees with the evaluation.

(3) *Service Ratings*

In agencies operating under a merit system or civil service, it is common practice to reduce the narrative evaluation to numerical terms for purposes of comparing an employee's work with that of others in the same classification as a basis for personnel action. This is known as the service rating. It is possible to do so if the check sheet or form used is directly related to the factors covered in the narrative evaluation and if the rating sheet has been developed with appropriate weights given to the job elements of the worker under consideration.

The same principles apply to the determining of the service rating to be given the employee as to the written evaluation; that is, the employee has a right to know how he is scored and to file a demurrer if he is not in agreement with the decision. The responsibility for determining the service rating is not the employee's but the evaluator's. (See Section 13 on Appeals Procedure.)

(4) *References*

It is advisable to verify education and employment of applicants by letter. If the inquirer wishes information on the applicant's aptitude for a particular position, it is essential to describe the duties and responsibilities and to ask specific questions. A person giving a reference should be able to substantiate by example the statements which he makes. Statements should be specific and should specify concerning a given factor whether it may be of temporary rather than permanent character. References given by telephone or in conference should be confirmed in writing.

11. *Personnel Administration*

As already indicated, the agency should have a written manual of personnel administration containing its current classification and pay plans and other policies and procedures. This manual should be available to all staff members at all times. Changes in policy and procedure should

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be properly publicized when instituted and the agency should begin operating under a given policy only when it has been fully adopted and publicized to all concerned.

Areas of personnel administration on which the agency is currently developing new policy should also be known to all staff.

12. *Tenure, Change of Status, and Termination of Employment*

(1) *Probation*

A probationary period of from three to six months is usually valuable to employer and employee, to permit the employee to demonstrate his capacity for performance and to determine whether or not each wishes to continue the association on a more permanent basis. Less is expected of the probationary employee because of his lack of familiarity with the position he has assumed than with employees who have completed probation in the same position, and the agency accepts responsibility for proper orientation and supervision during this period. In filling highly responsible positions, agencies should make a thorough study of the applicant's qualifications and in such instances by mutual agreement the probationary period may be waived.

The employee should be told in advance of the length of the probation period and any specific agency expectations for this period. Any extension should be made for a definite length of time. Circumstances may make it desirable for the probationary period to be waived or shortened by mutual agreement. There should be appropriate supervision and fair evaluation during and at the end of the specified period. There should be official notification, in writing, of termination of probation. Pro-rated sick leave should be allowed during the probation period. The probationer's salary should be within the salary range of the classification in which he is on probation.

All of the above should apply to the probationary period for newly promoted employees. During the period of probation on the job in the higher category the employee should be entitled to return to the previous position if the probationary period is not successfully completed and there is a vacancy in the previous position.

A statement of reasons for dismissal or demotion should be given in writing if the probationary worker wishes. The agency need hold no hearing unless the employee charges the agency with discrimination as the basis for releasing him, or a charge of discrimination is made on behalf of the employee. In case the probation period is not to be completed, two weeks' termination notice should be given by either party.

(2) *Temporary Employment*

Temporary workers employed for a six months' period or less, or to substitute for permanent staff on leave, should be subject to the same conditions of employment which apply to permanent staff. The scope and duties of a temporary position should be clearly defined as well as the length of time for which the employee is employed. At least the minimum salary for the classification for which the employee is hired should be given the temporary employee. If it is necessary to engage a person who does not meet the qualifications, a new classification should be established.

The same hours of work, including days off and holidays falling within the period of temporary employment, accrued vacations and sick leave which apply to permanent staff should also apply to temporary staff.

(3) *Tenure*

Continuation of employment in the position should be based on continuing satisfactory performance by the employee. An employee who has successfully completed a probationary period in a position and who continues to meet the agency's standards of performance, has the right to continue in that position without fear of demotion or dismissal unless the agency retrenches or substantially reorganizes its program and no longer needs his services. In any event, an employee who has successfully completed probation has the right, if demoted, laid off or dismissed, to the reasons in writing for this action and to a hearing through the agency's personnel appeals procedure if he feels he has been unjustly treated.

(4) *Seniority*

When all other elements, such as ability and efficiency, are relatively equal, lay-offs, promotions to positions within the unit and transfers to more desirable open positions within the unit should be based on seniority. When rehiring employees following a lay-off, the inverse of the lay-off procedure should be followed and employees still laid off should first be offered employment in work which they are qualified to do.

(5) *Promotion*

Promotion or transfer to other positions should be based entirely upon the worker's fitness and preparation for the new position. Staff members within the agency should have the first consideration in filling vacancies.

(6) *Lay-off, Demotion, Dismissal*

The employee should be given written notice of such action; permanent employees should have at least 30 days' notice and probationary or temporary employees 15 days. The amount of notice due an employee should be definitely stipulated in the agency's personnel manual. The employee is entitled to definite reasons for such action, in writing if requested, and to a fair hearing if he believes there has been discrimination. The agency may reserve the privilege of relieving the staff member of his duties during this period. If dis-

missed for incompetence, the employee should be paid for the required notification period. If dismissed for malfeasance, he need not be compensated.

(7) *Resignations*

An employee who resigns should give written notice as far in advance as possible, observing the agency's minimum requirements. A 30-day notice is recommended as minimum. The more responsible the position, the greater the amount of notice the employee should give. The employee's services should be available to the agency during the notice period in order that he may complete his work and the agency secure a replacement.

(8) *Severance Pay*

Except in unusual circumstances, the agency owes the employee only accrued salary and unused vacation pay. When an employee is dismissed for reasons beyond his control, and that individual has contributed substantially to the development of the agency over a long period of time, he may be compensated by additional salary as severance pay, based on length and caliber of service.

Participation in a retirement system should be helpful in discharging the employer's responsibility at the time of severance. In a retirement system under which the benefits are all vested in the employee, such contributions as the employer has made to the retirement system remain to the credit of the employee and may properly be taken into consideration in calculating the severance pay to which a worker is entitled.

(9) *Retirement and Superannuation*

Adoption of a sound and yet flexible retirement system in which all employees participate should facilitate the establishment of a plan of retirement for each worker. The agency should establish criteria for determining the point at which an employee should be retired or placed on limited service. Such criteria should be administered by an objective and representative group through carefully established procedures. (See Section 18.)

13. *Appeals Procedure*

Regardless of the size of the agency, there should be provision for the adjustment of personnel issues and a procedure for hearing appeals properly described in the agency's personnel manual. Normal channels for adjusting differences should be utilized first. If the employee feels dissatisfied with any personnel action taken by the agency toward him, he has the right to a written statement of the basis for such action. He is responsible for written presentation of specific bases for his dissatisfaction. The appeals board should provide for equal representation of persons selected by the employee and employer and one or more persons who have not been in such a relationship to either party as to be prejudiced.

The hearing should be set at an appropriate time, with adequate notice to all parties but as soon as possible after the action against which the employee is appealing. The employee has the right to be represented by legal counsel, if he wishes. A record should be made of the testimony and the decision with copies provided for the parties concerned. The decision of the appeals board is not mandatory upon the agency executive, but should under ordinary circumstances be acceptable. When the decision indicates that the individual has been discriminated against, the agency should make every effort to compensate the individual for the loss which the employee has suffered.

14. *Hours of Work*

In social work, as in any profession, the element of individual judgment and the constant need to render a highly individualized type of service to individuals or groups place a high premium on quality of work rather than on the quantitative repetition of stereotyped operations. For this reason, social work personnel serve agency and community more effectively if hours of work are carefully limited and there is adequate provision for annual leave. The work week should not exceed 40 hours except as unusual or community-wide emergencies may temporarily create extensions. Such extensions should be compensated with extra pay.

Employees should be employed for a definite work week. If, in the development of the agency's program, circumstances or experience should dictate a change in hours, a revised agreement should be sought between the worker and the agency. The agency should not expect nor require continuous overtime. During the summer, or the period during the year when the agency's work is lightest, there should be provision for long weekends, with a skeleton staff to maintain community service. The principle of the five-day week has proved sound in many agencies and an effective method of maintaining a high quality of service.

15. *Leave*

(1) *Vacation or Annual Leave*

As indicated in Section 14, it is believed that because of the kind of responsibilities and duties involved in social work positions a longer vacation allowance than that of persons involved in mechanical operations is desirable. A definite period of vacation with pay should be part of the remuneration for services performed and is due the regular employee whether he leaves the agency or continues in its employ. Vacation based on an accumulation of annual leave at the rate of 2–1/6

working days for each month employed by the agency is recommended. A staff member begins to accumulate vacation credit after one month's employment. If a worker leaves before taking vacation, he should be entitled to pay for the annual leave which he has earned.

(2) *Sick Leave*

Sick leave with pay should be allowed for a definite period per year sufficient to serve as adequate protection against the employee's incapacity even during the first year of his employment in the agency. Sick leave allowance is directly related to annual leave allowance insofar as a greatly restricted annual leave makes it necessary for the agency to provide in other ways for absences such as those due to death in the family and other personal emergencies. It is recommended that sick leave of 24 working days with pay in any one year be allowed and that it be available to the employee as needed. In the larger agencies where the size of staff allows for flexibility in administration of the agency's program, the maximum amount which can be accumulated by an employee working continuously for the agency over a period of years should be generous. In the smaller agencies where such a policy is impractical, there should be allowance for an accumulation of at least 48 working days. In cases of prolonged illness it should be possible to extend the leave with pay; both length of service and the amount of previous sick leave should be taken into consideration for extension.

(3) *Educational Leave*

Opportunities for leaves of absence for study should be provided so that employees may develop skill and thus provide better service to the client and community.

Educational leave plans should provide opportunities for study for all members of the staff in relation to their abilities and their need for completing their professional preparation and for keeping in touch with new developments in the field. Such a plan should be known to all staff members and the criteria by which persons are selected for educational leave should be clearly indicated in the agency's manual.

Such leave may be on a full-time basis for a part or all of an academic year; for part-time school attendance; or for taking a single course in a school of social work. Such leaves may be subsidized by the agency in whole or in part. Professional education is most effective when taken full-time in consecutive quarters or semesters for at least a year. This should be kept in mind in planning for educational leave.

At the time the worker is granted leave, there should be a definite understanding as to the terms under which the leave is granted. If the worker on leave is considered an employee, he should have all the benefits which would accrue to him if working: sick leave, annual leave, seniority and retirement benefits, etc. If he is considered as a student, on leave without pay and without any of the aforementioned benefits, then his obligation to the agency is reduced.

Time off with pay should be allowed for attendance at conferences, seminars and institutes related to the employee's work. There should be opportunity from year to year to include all members of the professional staff. To the extent that it is possible, at least partial expenses should be provided by the agency.

(4) *Maternity Leave*

Employees who have been on the staff for six months or longer may be granted maternity leave for a definitely specified period of time, preferably at least six months and not more than one year. Annual leave accrued may be used for this purpose. In large agencies it may be possible and desirable to allow the individual to use all or a part of accumulated sick leave also. In other agencies it may be practical to establish a maternity subsidy to be based upon length of service to the agency and salary of the employee. In such a subsidy plan a month's salary for each two years of consecutive service to the agency uninterrupted by a protracted leave for any purpose is suggested.

(5) *Military Leave*

For the duration of the war, the agency should grant military leave for both men and women employees entering the armed forces and provide: (a) leaves of absence for the duration of the war, as provided in the Selective Service Act; (b) earned vacation salary at the time of leaving; (c) specific cash settlement grants at the time of leaving, if cash settlements are given; (d) maintenance of status quo in agency insurance plans; (e) machinery for re-assignment at the earliest possible date after discharge from the service.

(6) *Sabbatical Leave*

Sabbatical leaves increase continuity on the staff as well as bringing new ideas to the staff. At the end of every seven consecutive years of service, not interrupted by maternity leave or leave for study, it is good practice to allow members of the professional staff a sabbatical leave of two months with pay in addition to the annual vacation. Sabbatical leaves should be arranged in relation to the needs of the agency and the convenience of the worker and should be contingent on the worker's return to the agency for a period of one year.

16. *Holidays*

The customary community holidays should be granted. The agency manual should specifically list the holidays given, including provision for observance of religious holidays.

17. *Physical Working Facilities*

Satisfactory physical working conditions are essential for efficient performance on the job. There should be adequate light, heat, ventilation and fire protection. Sanitary and rest facilities for both clients and workers should be adequate. To secure efficient work, the furniture and equipment should provide space and privacy and should be adapted to the work of persons using them. Provision of adequate telephone and clerical service, adequate supplies in both kind and amount, are essential if satisfactory service is to be given. A pleasant, attractive office is essential to the well being and proper functioning of the staff.

18. *Insurance*

(1) *Workmen's Compensation*

Staff should be covered by insurance against illness and against accident incurred while on the job. The agency should be responsible for seeing that the employee injured in line of duty receives the equivalent of his full salary for at least six months while incapacitated and medical costs. If operating under Workmen's Compensation, the agency should supplement sufficiently to provide full salary and medical costs for six months. The agency has a continuing responsibility to the employee whose disability or need for medical care exceeds six months.

(2) *Retirement and Superannuation*

The agency should have a definite plan for superannuation and retirement of staff, flexible in regard to the point at which an employee should be retired but the decision being based upon definitely established and readily known criteria. Until such time as social workers are eligible for federal social insurance, the agency has full responsibility for providing through the best available means an adequate protection for its employees. When social workers are eligible for federal social insurance, there will undoubtedly need to be a retirement benefit plan which will supplement the federal insurance. The retirement plan should be adequate as to amount of benefits and protection to all workers regardless of length of time in the agency's employ. It should recognize the need in the social work field for provision for retirement or restricted activity for many workers at 60 years or younger.

In general each year of service with any employer should bear its fair share of the cost of ultimate retirement. It is unsound from a social viewpoint for a retirement system to require that a worker be "frozen" in his job, in order to receive retirement benefits.

Both employer and employee should contribute to this fund. The employer should pay at least fifty percent. Public employees should be covered by a public pension system. The annuity plan should provide for paid-up policies, including the agency's contribution, in the event of the employee's separation from the agency. In this connection, no service period should be required beyond the minimum required by the insurance company.

(3) *Accident and Liability for Car Operators*

Employees who are required to operate an automobile as part of their work should be fully protected by the agency, and the agency should carry sufficient insurance to provide adequately for persons who may receive injury or loss at the hands of the employee while he is in pursuit of duty. Such insurance should cover privately-owned automobiles used by employees as well as agency-owned cars.

Position-Classification

(Continued from page 5)

invariably they have speedily shown their worth.

No matter how well conceived administrative machinery of this sort may be, however, it cannot function effectively if the agency's staff remains in the dark concerning position-classification and how it operates. Whether intentionally or not, some personnel agencies convey the impression that the whole process is surrounded by an aura of mystery—that it is one of those inscrutable phenomena which can only be accepted in full faith. When this occurs, it is a double misfortune, for the personnel agency is not only left in a tenuous position, but even more important, employees are deprived of the opportunity to test the logic of the plan. If the logic is there, as it should certainly be, there need be no apprehension that the plan will fail the test of scrutiny. The more fully the principles of position-classification are understood, the more widely are they accepted.

Supplementary References

Civil Service in Public Welfare. Alice Campbell Klein. (New York: The Russell Sage Foundation, 1940.)

Civil Service Procedures for Social Work Positions. Florence Booth. (Chicago: The American Public Welfare Association, 1939.)

Position-Classification in the Public Service. Report of the Committee on Position-Classification in the Public Service. (Chicago: The Civil Service Assembly, 1941.)

A Federal Department of Welfare

Some Initial Considerations

A report based on a two day Seminar of the faculty of the New York School of Social Work, December 1944

IN presenting the results of the two day conference on the subject of a federal department of welfare, the faculty of the New York School of Social Work is well aware that many of the points made and principles enunciated are not new and that much has been left unsaid. A number of other groups and individuals both professional and governmental are currently thinking about the national welfare picture and have gone further in drafting a plan of organization. We recognized that we did not have immediately at hand sufficient information to justify trying to propose a specific plan for a federal department of welfare at this point. Rather, we elected to focus our discussion on an outlining of some issues and a high-lighting of factors involved in improving community welfare services and considering a possible reorganization of the federal services as one means to that end. We were motivated in this by the very evident need for better coordination of effort and wider coverage of welfare services in the local community. We attribute this inadequacy, in part at least, to the somewhat diffused national picture with which we are now faced with respect to these services. Another point of interest was the bearing which possible developments along these lines might have on education for social work.

In approaching the question of a federal department of welfare it was thought that a clear statement of objectives and of the primary functions of federal agencies offering social welfare services should precede any attempt at organizational planning. This statement, therefore, is an outline summary of certain principles and factors, primarily with respect to the welfare field, which appear to have significance and validity in the exploration of why a federal department might be desirable, what would be involved in bringing it about and the objectives that should be borne in mind as steps are taken to effect a further integration of the welfare functions of the federal government. A next step might well be an analysis of present agencies and functions and the practical reallocation and realignment of function and agency.

Two debatable questions inevitably come to the fore in any discussion of this subject; one, the desirability and advisability of including health and education with welfare in a federal department of welfare and second, the name of the department were it to perform these broadly related welfare functions. Neither was answered although there was recognition of the areas of related activity between the fields and the generic meaning of "welfare of the people" which might logically cover a number of community services such as health, education, recreation, housing and the like. There was a difference of opinion on this and on an appropriate title for the department. The use of the single word "welfare" and the term "social welfare" both have connotations which would doubtless be misunderstood in the public mind even though either reflects a concept which needs fuller clarification and broader acceptance.

In addition to the full time and part time faculties, representatives from the health and education fields were included in order that they might present their points of view. Representatives of national welfare organizations who share a concern about this broad problem and the need for a closer working relationship between public and private services also participated. The principal speakers and discussion participants were Dr. Goldmann of Yale University School of Medicine representing the health field, Dr. Dodson of New York University representing education, Joseph Anderson of the AASW and Mrs. Wickenden of APWA representing welfare. Mrs. Agnes Meyer of Washington presented her point of view on the whole need for better provision of community welfare services and her recommendation that health, education and welfare be incorporated in one Federal Department of Welfare.

The following points, therefore, are offered for comment and further discussion:

I. It seems clear that *government should assume an appropriate and effective role in the provision of adequate social services* including health, welfare, education, recreation, etc., in all communities of the nation. In this the federal government would assume a participating role with state and local governments in initiating, improving and strengthening these community services.

II. It seems *increasingly desirable and necessary that such services as are now primarily planned for and available to underprivileged people (and in certain communities only to this*

group) should be made available to all the people under such auspices as may be most needed and desirable in every community.

III. The *primary objective of national planning for community services should be an opportunity for normal living with a maximum degree of social and economic security* for all the people.

To realize this objective, national planning must be directed toward

(a) the creation of *normal work opportunities* with adequate wages and under desirable working conditions.

(b) a *comprehensive social insurance program* with the extension of present gains to be applicable to other groups not now covered.

(c) *well organized programs of assistance and additional social services* which are designed to offer preventive as well as remedial or rehabilitative measures in relation to the social and economic needs of the people. This, among possible others, would include housing, health, education, recreation and welfare programs.

(d) *coordinated action by national, state and local authorities both public and private,* and among all the fields of activity.

IV. There must be *clearly formulated principles of structural and functional organization* both on a national and local basis through which policies can be translated into effective action and a pattern of organization must be on a realistic, purposeful basis.

V. The degree of accomplishment will depend upon *the calibre of professional direction and supervision* of operative practices in the social services and upon the extent of authority to act commensurate with the responsibility.

VI. It is apparent that one important factor in bringing about a more adequate and more effective program of community services in the nation as a whole is the *realignment of existing federal services and the redefining of federal responsibility* in this total area.

This calls for unified planning within and among the fields of health, education and welfare. Any conclusion with regard to the desirability and advisability of ultimately including education and health with welfare in one federal department must rest upon further study and analysis of present services as they are now organized and administered by the several federal agencies and upon the fuller expression from all fields concerned.

VII. In general, *the powers and functions of the federal government* in relation to the social services should include:

(1) *Policy making and program planning* on a nation wide scale in health, welfare, education and all social services.

(2) *Standard setting* for

(a) Personnel—to allow for movement of professional personnel as needed from one state to another.

(b) Facilities—to determine what makes a good institution, hospital or agency.

(c) Services—minimum service in nature and degree and methods of maintaining and improving.

(d) Administrative Organization—to implement the total job by sound policies and practices.

(3) Furnishing Consultation Service—keeping in touch with what is going on in the country as a whole and through centralization of knowledge enable states to learn from one another.

(4) Providing *financial aid* to states and localities based on established policies and standards.

Allocation of funds for all services should be so done as to attain equalization of benefit.

(5) *Collecting and analyzing statistical data;* compiling and appraising descriptive information regarding local operations. Providing a *clearing house of information* which is made available to states and localities—this toward the end of guiding not dominating, state and local jurisdictions.

VIII. Three elements appear *basic to successful integration or coordination of federal services of a welfare nature.*

(1) A clear delineation of powers and functions of present federal agencies before steps toward unification are taken. Since an extension of federal powers in some of the fields may involve constitutional amendment over and above the opinions of the Supreme Court already on record, the unification of all services which may ultimately be desirable may not be immediately achieved but will be a part of a total plan.

(2) The molding of public opinion to demand the tradition of good government and cooperative action between political subdivisions of government and between the several agencies within a political subdivision.

(3) A concerted effort in all of social work

(a) to bring about a better understanding and acceptance of the democratic principle of government responsibility for the welfare of the people,

(Continued on page 32)

Action of AASSW 1945 Meeting

SEVERAL important recommendations and decisions of the annual meeting of the American Association of Schools of Social Work, January 25–27, in Cleveland, are here presented because of their great interest for AASW members. The National Association of Schools of Social Administration met simultaneously with the AASSW and several sessions were joint meetings. One discussion was on the use of undergraduate education for social work with the three papers included in this issue of THE COMPASS forming a part of the presentation.

Professional and Academic Degrees

This recommendation, quoted below, was prepared by the Board of Directors after careful study and a series of regional meetings of member schools. It was unanimously adopted.

The American Association of Schools of Social Work is interested in the total process of education for social work. This includes education on the undergraduate level, the first year graduate level, the second year graduate level, and beyond. The Association recognizes the need for further clarification of the content of social work education at these various levels; for the effective interrelationship of education on these levels; for the accrediting of education at each of these levels; and for the development of some uniformity in the academic and professional recognitions for the completion of various stages of social work education.

The Association adopts the following statement of principles and specific recommendations. The Association hopes that these principles may commend themselves generally to institutions concerned with social work education; and the Association urges its individual member schools to do everything possible to bring their practices into conformity with these recommendations.

1. Two years of post-baccalaureate professional education as defined by the American Association of Schools of Social Work should be recognized by a professional degree, preferably Master of Social Work.

2. One year of post-baccalaureate professional education as defined by the American Association of Schools of Social Work may be recognized, preferably by a Bachelor of Social Work degree or by a certificate.

3. Undergraduate pre-professional education as defined by the American Association of Schools of Social Work may be recognized by the designation of a social welfare major in the Bachelor of Arts or Bachelor of Science degree.

4. In furtherance of this Association's expressed interest in the total process of education for social work, it is recommended that a joint committee representing the various organizations concerned be established to study the place of undergraduate education in the total program. It is further recommended that the joint committee give special attention to content, field experience and ways by which services for consultation and accrediting might be provided.

It is suggested that in this study, the joint committee consider the concepts formulated by the Committee on Pre-Professional Education of the American Association of Schools of Social Work.

Joint Committee of the AASSW and NASSA

The following resolution was introduced simultaneously in the AASSW and the NASSA meetings and adopted:

In order to carry out the interest in the total process of education for social work expressed in this and in previous meetings, it is hereby resolved that a joint committee be established by the AASSW and the NASSA to consist of six members, three from each of the cooperating groups, to study common problems of education for social work. It is also recommended that this committee undertake first the study of the relationship between undergraduate and graduate education and ways in which service for consultations or accrediting may be provided.

Promotion of New Schools

Questions were raised as to the place of the AASSW in the promotion of new schools. The discussion indicated that some persons thought the AASSW should assume a more positive leadership role in locating the areas lacking schools where the resources and facilities indicated need for the establishment of a school. Others thought the limited resources of AASSW should first be used to strengthen the present member schools.

The Secretary reported that the Board of Directors' position on the question, after consideration of all factors, was to favor the encouragement of the establishment of schools where resources indicated the possibility of sound growth of strong, large schools, thus forestalling the establishment of small weak ones. It was voted that the Board of Directors be instructed to consult with the American Association of Social Workers on constructive planning for the development of schools of social work.

Action on Schools of Social Work

1. *Accepted for study:* University of British Columbia (one-year school).

2. *Provisional membership granted:* Graduate School of Social Service, Our Lady of the Lake College, San Antonio (one-year school); Nashville School of Social Work (two-year school).

3. *Full membership granted:* School of Public Affairs and Social Work, Wayne University, Detroit.

The Function of the Liberal Arts College
In Preparation for Life and Work with Special Reference to Social Work*

By Karl de Schweinitz

Director, Committee on Education and Social Security, American Council on Education

THE dilemma of the liberal arts college was recently described in two statements made by a friend of mine who is teaching in an undergraduate institution. The first was as follows:

> Our liberal arts colleges are up against the vocational trend in education. The purpose of liberal arts colleges, I agree, is primarily cultural. But college students are asking: "What am I preparing myself for? What will this course prepare me to do? Where will I be able to get a job when I graduate?"

His second statement was:

> I have to compete with colleges of education, agriculture and engineering for students from our freshmen pool.

The problem indicated in the last statement should be as much the concern of social work as it is of the teacher in the liberal arts college. Social workers are as anxious for good human material as is the teacher. We cannot afford to have the social sciences lose to education, agriculture or engineering. We must, therefore, be prepared to answer the question in the first statement. We must define our jobs in relation to what they require of our personnel so that the student can see the connection between his cultural studies and his subsequent career. At this point social work faces a primary need, a need which the liberal arts college exists to meet. This need is implicit in a remark made by a visitor from abroad who had been observing the employees of a large and important organization:

> They work all day from nine to six. They are very busy. They work very hard; but they don't know why.

It is to the liberal arts college that we look for the "why" and for teaching the individual how to find that "why." In speaking to this point, I wish to confine myself to one aspect of social work—social administration. Social administration is the characteristic process of organizations engaged in the field of social security. This process involves the analysis of the needs of individuals and of the services addressed to the meeting of these needs, the consequent establishment of generalizations in law and in policy and then the implementation of these generalizations in relation to the requirements of individuals.

Social administration, in short, is a movement from a succession of individual services to a policy, and a movement from a policy to a succession of individuals. It should not be confused with management or with research, although organizations where social administration will be found utilize skills in management and in research. Associated with it also is the process of case work which takes place where the organization meets the individual but which operates in relation to the process of social administration.

Generally speaking, social administration plays a part in every social agency but it is in the large organization affecting many individuals that it becomes evident as a unifying and characteristic movement. Social administration operates in highly technical material, but that material is institutional in character; it involves special knowledge rather than general knowledge, knowledge that is for the most part important only to a particular institution and can only be experienced through activity in that institution. The GI Bill [1] is an illustration of this kind of institutional knowledge. Today, there is a whole area of information, thought and action in connection with readjustment allowances which did not exist a year ago, and about which the personnel of the Veterans Administration and the personnel in unemployment compensation must be informed.

In public assistance, State Letter No. 35 [2] illustrates the same point. Here, an interpretation of the law by the Social Security Board makes the individual, not the family, the object of the categorical assistance payment. Underlying this is a philosophy, and consequent upon it a vast amount of policy and procedure.

In old age and survivors insurance, a recent decision of the Social Security Board makes it possible to discontinue the practice of freezing the wage credits of a retired person who has gone

* Paper given at the Annual Meeting of the American Association of Schools of Social Work, January 25–27, 1945.

[1] Servicemen's Readjustment Act of 1944 (Public Law 346, 78th Congress, June 22, 1944).

[2] U. S. Social Security Board. State Letter No. 35, January 25, 1944.

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back to work and to utilize in figuring his benefits, when he once more retires, the wage credits which he earned after reentrance into the labor market, if this is to his advantage. Here again theory, policy and procedure are involved about which the personnel in old-age and survivors insurance must be informed. It also concerns the actual and prospective beneficiaries of the system. The knowledge, however, is institutional. It is not important to the personnel in other organizations.

While institutional knowledge is special to the institution in which it originates, it also distills the elements of general knowledge. Take, for example, the modified means test as employed in public housing, in medical clinics and in determining contributions from relatives. Is there not a relation between this and the principle of exemption under the income tax? How, in turn, does this relate to the concept of the national minimum as expressed in the Beveridge Report,[3] or to what might be called the theory of graded minimums exemplified in old age and survivors insurance? Such individual items when brought together form part of the subject matter of the social sciences. As they develop into general knowledge they enter into the educational background of the informed citizen. This knowledge belongs essentially to a liberal education. It is the knowledge from which the answer to the "why" of one's work is derived.

There is, however, no final answer to "why." It is a recurring question. The competent person in social administration or in any other field must be able to develop his own answers. He must know how to take discrete elements and bring them together into a unity. This is a highly intellectual process; it is the very essence of the discipline of the liberal arts. The development of capacity in the exercise of this discipline is the contribution of a cultural education both to life and to any work the roots of which go down to the fundamental bases of life. It has to do, in particular, with preparation for any profession which, to quote Arnold S. Nash in the autumn issue of *The American Scholar*,[4] "is explicitly related to a comprehensive understanding of man, his place in society and his relation to the universe." It confirms the statement of John Dewey in the same quarterly:[5] "The present function of the liberal arts college, in my belief, is to use the resources put at our disposal alike by humane literature, by science, by subjects that have a vocational bearing, so as to secure ability to appraise the needs and issues of the world in which we live."

As Ernest Earnest, another contributor to this number of *The American Scholar*,[6] points out, "a member of a democratic society functions in that society chiefly through his occupation." This is particularly true in social work and especially in social administration where work and life become an integrated whole. Preparation for life and preparation for a career cannot be considered apart from each other. Whether the individual plans immediately on leaving college to enter a school of social work, or whether he expects to go directly into the public service, his need, if he wants to engage in social administration, is for a foundation in the liberal arts with a specialization in the social sciences. In the getting of this foundation in the liberal arts and this specialization in social-economic knowledge, he should develop the capacity for synthesis. He will cultivate this capacity in proportion as opportunity and facilities for exercising it are offered to him. More is needed than an assumption that if a student has a series of courses he will somehow or other acquire the habit of synthesis.

The principle of the major provides a mechanism, but again more than a mere collection of courses is involved. There is a need for an integration in teaching in relation to a central subject matter. Those of us who had our college education a generation or more ago found problems of poverty and welfare administration in sociology; labor problems and social insurance in economics, and government in political science. Today all three are integrated in social security. In this integration, economics takes some of the flavor of sociology; sociology is influenced by political science, and political science and sociology by economics. In the process, new emphases and new approaches to the concepts of the social sciences are evolving.

A similar development in the universities would provide the prospective careerist with the kind of background which is essential to the competent practice of social administration, particularly as related to social security. It would also have direct and important values for the individual who wants to equip himself for citizenship and who seeks preparation for life as well as work. Moreover, the getting of this knowledge involves for the student the exercise of precisely those faculties in analysis and synthesis which the processes of social administration demand. The cultural thus becomes vocational whether the student employs his education immediately in the service of government or in obtaining the special preparation offered by the professional school.

Through the offering of such an education, the liberal arts college can exercise a decisive influence upon an important aspect of our national life. It can determine the issue of whether or not we are going to become a country of technicians. Are we going to work all day and not know why? Or, are we going to develop as statesmen, as men

[3] Beveridge, Sir William Henry. Social insurance and allied services; report prepared for the interdepartmental committee. N. Y.: Macmillan. 1942.

[4] Nash, Arnold S. The liberal arts college and professional education, in *The American Scholar*, Autumn 1944, p. 400.

[5] Dewey, John. The problem of the liberal arts college. *Ibid.*, p. 393.

[6] Earnest, Ernest. Even A. B.'s must eat. *Ibid*, p. 405.

who are not only administrators but philosophers? Is our education to be vocational or professional? The decision will determine the future course of social work in general and of social administration in particular. If we are to become statesmen instead of technicians, philosophers as well as administrators, if we are to develop as a profession, then we must recognize the connection between life and work and the necessity for the liberal arts approach to a basic knowledge in the social sciences integrated in relation to our chosen career.

Discussion of Karl de Schweinitz' paper

By Ernest B. Harper, *Head of Department of Social Service, Michigan State College*

The role of the discussant is traditionally one of criticism. He is charged with picking holes and indicating flaws in the speaker's argument to the end that nothing "gets by" which shouldn't be allowed to pass. I find myself in substantial agreement however with nearly all the ideas expressed by the speaker.

I agree most heartily with Mr. de Schweinitz in his insistence upon the need for a specially designed undergraduate preparatory course. I concur also with him in the belief in the fundamental importance of *dynamic* social science material taught with some vocational insight and orientation as an integral part of this preparatory education. I accept too his concept of an intellectual discipline derived from the social sciences, not of course as a general faculty, but as a set of intellectual skills growing out of a specific content. Both of these ideas are, I believe, *as far as they go,* in harmony with the point of view expressed by John Dewey and Professor Nash in the symposium in the Autumn (1944) number of *The American Scholar,* to which reference has been made. In fact it seems to me that this enrichment and giving of meaning to the undergraduate curriculum is in some ways more important than the expansion of the professional curriculum on the graduate level, which without such a foundation can never become strictly professional and scientific and is in constant danger of being merely vocational. If an outsider may be permitted to express an opinion at this point I should say that the American Association of Schools of Social Work has "missed a bet" here in failing to put teeth in the provision recommending undergraduate social science credits for admission to the professional schools. Finally I agree that this undergraduate education in the social sciences should not only be integrated, rather than departmentalized, but also synthesized with the problems and methods of social administration.

Turning now to the author's main theses, there are five points concerning which I should like to raise specific questions:

1. How can instructors with social work experience, or at least some first-hand knowledge of social work and social security, and hence capable of teaching dynamically as well as culturally, be *obtained* and *retained* by the average liberal arts college unless there is some opportunity for them also to teach some subjects of a little more technical or professional nature?
2. Can the *synthesis* of the social science with the problems and programs of social welfare be made either by the student or for him by the instructor without at least introductory skill courses and some first-hand field experience with agencies, clients and social work situations?
3. Furthermore, cannot such technical and even professional subjects as the introduction to community organization, to case work or to other skills (with controlled parallel field work) be taught culturally as well as "social insurance," "the maintenance of employment" or "skill in social administration"? Isn't it equally logical and feasible to teach such skill and field work courses culturally as to teach the social sciences dynamically and vocationally? Aren't both approaches equally proper on the undergraduate level?
4. If the student planning to enter the broad field of social welfare and social security has only four years to devote to his training (and the vast majority do not have more) is there not a more efficient and at the same time culturally defensible plan for the utilization of these four years than to devote them *exclusively* to descriptive, historical and content studies, i.e., to non-skill courses?
5. Finally, I wonder if a new concept of curriculum organization is not demanded today? At the present time three types of social work training or patterns of education are found in operation:

   (1) technical or quasi-professional undergraduate courses
   (2) strictly "pre-professional" liberal arts preparation including perhaps a few descriptive and orientation courses in social work, and
   (3) Graduate professional curricula.

   While strengthening the second or "pre-professional" type of education immeasurably, Mr. de Schweinitz's proposals fail to provide for a new and different conception of curriculum building and retain the bifurcation of

undergraduate cultural versus graduate professional training that Professor Nash attacks. We need to get rid of the definite hiatus that now exists between the fourth and fifth years of training.

I believe there is implicit at least in the speaker's premises a somewhat different idea of the "function of the liberal arts college in preparation for life and work." I should now like to attempt to state a proposal which, though somewhat more drastic, is a logical implication of the speaker's position and philosophy, and in harmony with the theses of such liberal contributors to *The American Scholar's* symposium as Professors Dewey and Nash.

In contrast with the traditional scheme of social work education, undergraduate and graduate, I should like to propose an *integrated,* "homogenized" curriculum for social welfare workers, for both living needs and professional practice, of a continuous nature but with sequences of varying lengths dependent upon the degree of responsibility to be assumed later and the term of years the student plans to remain in the field. A number of such sequences, or fractions of a "complete" curriculum may be defined and set up. Each would start at the same point, i.e., the senior year (or the junior year) but would continue for one, two or more years. Each would carry an appropriate degree contingent upon the successful completion of the required sequence of courses selected by the student. The content of the early years would be the same whether the candidate aimed at a bachelor's or a doctor's degree, only the length would vary. Beginning with the senior year, or possibly in the middle of the junior year, I would introduce the equivalent of from one-half to a full year of technical social work courses (in addition to dynamic social science studies) of an introductory and informational nature but including some elementary skill and field work training. These should not involve what Mr. de Schweinitz terms "institutional knowledge" but should be taught broadly and culturally and with application not only to social work but to other problems and professions as well.

Three years, or its equivalent, should be sufficient time to devote to general liberal arts education. There would seem to be no valid reason why the student of social work should not be introduced to the technical aspects of his profession at the beginning of the senior year as is done in the majority of medical schools, particularly if candidates are carefully selected.

Three terminal sequences, or curricula of varying lengths, might be differentiated with a particular institution offering as much as its clientele demands. Thus we might have the following: [1]

1. *A four-year-course* including some technical subjects taught culturally in the junior and senior years along with the social sciences and other related courses. Upon the completion of such a curriculum the student would be awarded the *BA* (or BS) *degree with a major in Social Work* (or Social Welfare).
2. *A five-year course,* the fifth or first graduate year being devoted to a more definitely professional content, though unspecialized, and to extensive supervised field work. The total scope would be approximately equivalent to that of present Type 1 schools in the AASSW though the content would be greatly enriched since the technical training would be spread over two (or more) years instead of one as at present. The *degree* should be, in my judgment, a *Master of Social Work.* Students without the equivalent of "1" above might well be required to take an additional semester before being awarded the degree.
3. *A seven-year, full professional curriculum* which would replace the present professional master's course. It should include conference courses, "internship" experience and a work project in lieu of a research dissertation, and should lead to the *degree of Doctor of Social Work.*

Such a plan I believe is educationally, professionally and socially defensible. It agrees with the point of view expressed by Professor Nash, in *The American Scholar,* and would have the following advantages:

1. Ease of administration to suit the needs of various types of students and classes of institutions.

2. The original distinction between the traditional four year strict "pre-professional" or "pre-social work" curriculum and the quasi-professional or undergraduate technical course has become blurred. The recommendation of the AASSW Committee on Pre-Social Work Education, for example, already includes nearly all the subjects that even the most ambitious undergraduate department now offers. The present proposal would restore this distinction but limit the term "Pre-professional" to the first three (or three and a half) years of liberal education and background courses.

3. This plan of instruction would motivate and retain the vocational, or professional, interest of the undergraduate during his early years in college and would recruit more students for social work than are at present attracted into the field.

4. It would make possible, furthermore, the employment of competent instructors with social welfare experience who could teach dynamic and vocationally oriented courses in the social sciences as well as elementary technical subjects and thus be attracted to the institution. In courses such

[1] This plan represents a slight revision of the suggestions made in the original discussion.

as "Social Organization and Disorganization," "Urban Sociology," "Crime" and the like they could assist the student in making the desired *syntheses* of social science and social work knowledge.

5. It would make possible professional training on a truly graduate level since the first graduate year would be preceded by one or two years training of a professional nature.

6. Finally, it would result in the most effective use of the four years of the undergraduate curriculum and would be preferable to giving students four years of strictly, or almost strictly liberal arts education followed by later agency in-service training. On the other hand, it would also be more desirable, it would seem, than many of the present over-ambitious attempts to crowd too much technical material into the four year quasi-professional course. In short, it is my belief that such a plan though not completely adequate would supply social welfare workers with a type of training better than that now possessed by many holding responsible positions, and satisfactory in the great majority of instances.

In conclusion, it should be pointed out that a plan of this nature involves a definite administrative reorganization of the curriculum. The accredited professional course, if such a proposal were adopted, would start with the senior year at least, and not as at present, with the fifth.

By Grace Browning, *Director, Division of Social Service, Indiana University*

It is quite true that the liberal arts college is up against the trend in vocational education and that there is strong competition for promising students from fields which permit early vocational specialization.

I recently discussed this question of a liberal education versus early specialization with a group of thoughtful graduate students. All were quite clear that as undergraduates their big problem had been how to reconcile their need to earn a living at the end of four years of college with their desire for a broad education. One student said:

> I thought I ought to prepare to do something, but in *my* college there was nothing available except teacher training, so I took it. Then when I completed the course and had learned to like to teach there were no jobs for me.

Several other students had had similar experiences in teaching or in other fields.

Social work should be vitally concerned with this situation not just because material may be lost from the "freshman pool" to other occupational fields but also because social work so often receives the end product of this wasteful system. We have many students who find their interest in social work only after having completed a course pointed not toward social work or social administration—not even a broad cultural course, but after a degree has been taken in journalism, commerce or chemistry.

Many students have had a vague idea that they might like social work, but have had no one with whom to discuss it. One student who came from a university with a student body of 14,000 and a staff of four advisors said she had spent most of the four years trying to get an appointment with an advisor. This certainly points to the basic responsibility of the liberal arts college to furnish good vocational guidance and to furnish it early enough to save the student so much anxiety and wasted effort.

Both the liberal arts colleges and the professional schools need to do considerably more thinking about the question of what subject matter is of a general nature and therefore constitutes valid course content for the college, what is technical and suitable only for the graduate school, and what is really "institutional" and therefore more appropriately transmitted through in-service training.

As this exploration is carried on and college subject matter areas are outlined in relation to "social administration," care will be needed to see that the colleges do not merely add on new courses for each subject area suggested. What seems to be needed primarily is an infusion of appropriate subject matter into the social sciences, taught in such a way that it is a liberalizing, living experience for the student. This would unquestionably greatly improve the equipment of those who go directly into social security agencies and would at the same time improve the preparation of students coming into schools of social work.

We should be concerned not only with *what goes into the curriculum* of the liberal arts college but *with what may come out* if too much additional content is introduced.

A student who had taken a Bachelor's degree in social administration a few years ago recently discussed her undergraduate education in relation to her subsequent performance in social work and in graduate school. She thought that her concentration on the required social administration courses, some of which were really technical social work courses, in her junior and senior years had helped her subsequently as a visitor in public welfare, but it had also deprived her of any work beyond freshman requirements in English, had given her "only a smattering of economics and political science" and in her own words she had "fought with the dean for two years to get to take a modern language."

Most teachers in professional schools will agree that nothing should interfere with the student's

acquisition of a mastery of written and spoken English while in college and that certain subjects such as the understanding and use of statistics are vitally important to later performance.

It is important, also, in developing curriculum in the college to allow for flexibility through individual advising of the student since the courses to be selected by students who plan to go on into schools of social work will not necessarily be identical with those needed by the student heading for unemployment compensation or old age and survivor's insurance. Also there should be variations based on experience and maturity of the student. The whole concept of "training for social security" troubles me just a little because of the wide range of knowledge and skills involved in the programs included under the Social Security Act and certain differences in the kind of personnel sought by the various agencies administering one or more of these varied programs. Have we sufficiently identified a content and process common to all of those fields so that we can really claim to train for social security?

I am glad to note that Mr. de Schweinitz is as much concerned with helping the student find the "why" as he is with the factual content of the college curriculum. Students are also concerned about this. One of them recently said, "My college course just consisted of facts-facts-facts and the student who made the best grades was the student who could memorize those facts. Why didn't they teach us how to think?"

J. W. R. McGuire expressed the same idea when he said that:[1]

> A liberal education . . . implies a knowledge and understanding of the meaning of life. . . . It is far more important to teach the developing mind to think than to teach it an accumulation of facts, and it is an error of much modern utilitarian education to believe that pouring facts into callow minds as one throws grain into a hopper is the way to develop a cultured mind. . . .

If the college can find a way to stimulate the student to raise questions and search for answers and can strike a balance between the giving of information and the developing of a concern for society and its welfare it will have gone far toward preparing him for life and work. An educator in the liberal arts field recently said:

> The whole program of education must be united in one liberalizing aim. College education must be close to the secondary education which prepares for it and to graduate and professional education toward which it leads. The liberal arts college cannot stand aloof.[2]

[1] McGuire, J. W. R. The future of the college of liberal arts (in Conference of liberal arts colleges. Liberal arts college movement, pp. 93–102).

[2] Crawford, Stanton C. *Pitt,* University of Pittsburgh, Winter 1944–45.

The ultimate preparation of the social worker for life and work is a shared responsibility among all divisions of the educational systems and the employing agencies.

The responsibility for adequate preparation of those who choose to pursue a professional course of study following graduation is shared by the college and the professional school. For those who must earn directly upon leaving college, the agency and the college share responsibility. The college can make only a beginning and the worker's growth and development must continue in the service. There is need of understanding between agencies and the colleges so that formal education does not degenerate into teaching the student what is acceptable proof of age in a given state, for example, but rather that it will give him general knowledge and a philosophy that will enable him to see the administration of the public social services in proper perspective against the background of our political and social economy and as a framework for services that are truly social. Then on the job he will be able to commit the manual to memory quickly enough (if that is necessary), but he will do much more. He will question the rightness of the manual where it conflicts with the basic purpose of the service and he will influence the development of the legislative and administrative policy within which he works.

New Appointment

Miss Margaret Lumpkin is the new Executive Secretary of the American Association of Medical Social Workers. Headquarters of the AAMSW are now at 1129 Vermont Avenue, N.W., Washington 5, D. C.

Social Work Year Book

The 1945 edition of the SOCIAL WORK YEAR BOOK edited by Russell H. Kurtz, is off the press. The book needs no introduction to social workers and is a "must" for the professional library. The price is $3.25 and it can be ordered from the Russell Sage Foundation, 130 East 22nd Street, New York 10, N. Y.

An Even Keel for a Social Worker

Copied from the January 1945 *Survey Mid-Monthly:*

MAN, 31, MSW., five years experience, case worker, supervisor, executive small nonsectarian family agency, desires position with agency or on faculty school of social work in community with sailboating facilities. Approximate salary $4000. 8078 Survey.

He could take along THE COMPASS for mental ballast anyway.

Cleveland Initiates Public Employment Service

By Leon H. Richman, *Chairman, Social Work Personnel Committee, Welfare Federation, and*
Mary C. Schauffler, *Chairman, Womanpower Committee, WMC, and member, Social Work Personnel Committee*

CLEVELAND social and health agencies realized in June, 1943, that they were faced with a serious shortage of workers in all categories and that the problem of maintaining adequate staffs would become acute unless something were done about the personnel situation. Between January 1, 1942, and May 1, 1943, sixty agencies had lost twenty-eight per cent of their full-time male workers and had experienced a turnover of fifty-nine per cent. The casework agencies had had the heaviest inroads made on them. Further, before the end of 1943, thirty-eight more men were to be inducted into military service, thirty-one of whom were professional workers. Hospitals reported an equally serious personnel shortage.

With social and health agencies facing this pressing situation, the executive secretary of the Cleveland Welfare Federation called an informal meeting of agency executives and of a few other interested persons to discuss the manpower shortage and ways of overcoming it. The seriousness of the problem called for an evaluation of old methods and the initiation of new. Upon examination, it was brought out that in general the following means were ordinarily utilized by individual agencies to meet their personnel problems: the use of the local United States Employment Service office for non-professional employees; advertising in the daily press and in labor and professional journals; the use of the Social Work Vocational Bureau, the Nurses' Exchange, and other private agencies which specialized in the placement of professional personnel. Among suggestions made to meet the emergency was one to establish a local central clearing service for social workers. The need and value of central clearing facilities were clearly recognized but the way to provide them was not so apparent. The Welfare Federation was not in a position to establish this service. Other organizations which might provide such service were the Social Work Vocational Bureau and the United States Employment Service. To depend entirely upon the SWVB to supply the required trained personnel did not seem feasible. It was recognized that the Bureau's direct contact with applicants and agencies outside of New York is necessarily restricted by the size of its budget and field staff. Further, the possibility of the SWVB extending its service to recruiting apprentices for casework agencies was considered impractical. The safeguards necessary in the placement of an apprentice could not be established. Since apprentices bring no certification of professional education and competency tested through field work, selection must depend on an evaluation of their potentialities and personal abilities. It appeared, therefore, that a personal interview with each applicant was imperative. Such a procedure could not be carried out for Cleveland agencies by a bureau located in New York.

The USES, therefore, seemed a better possibility since it was already offering placement service for social workers through the San Francisco office for eleven western states and two territories. It was decided to appoint a small committee to investigate the possibility of the local USES providing placement service for Cleveland social and health agencies and workers. In approaching the local USES officials, the committee requested that a service to social and health agencies be set up as a special project with one person in charge. This placement worker was to have had social work experience and general knowledge about the social and health agencies in the city. The USES agreed to undertake this responsibility.

When the committee reported this arrangement to the Representative Assembly of the Welfare Federation, considerable skepticism was shown in regard to the quality of service and cooperation that could be expected from USES. It is probable that only the war time emergency brought sufficient agreement among the social agencies to get the project started and give it a chance to demonstrate its soundness in principle and its practical usefulness.

In August, 1943, a special division of USES was established in the Womanpower Center, the downtown branch of that organization. An interviewer with some social work training and several years of experience in social agencies was assigned to this division. The committee was enlarged to include representatives from the USES and from various functional fields of social and health work. It was formally organized with a secretary assigned to it by the Welfare Federation. This committee worked with the interviewer in starting the new service. A letter was sent to all social and health agencies in the community describing the service, and asking their cooperation in its

development, and advertisements for social workers were placed in the Family and the Survey. In response to these advertisements, the placement division received seventy-five replies, resulting in the placement of seven out-of-town professional workers in Cleveland. A folder describing the new service was mailed through USES to professional social work organizations, agencies and the Social Service Employees Union. The expense of the advertisement and the publishing of the folder was met by the Welfare Federation since the USES had no funds for publicity purposes. A special registration form for applications and an order card for employers were developed. Through newspaper and radio publicity, the general public was informed of the shortage of social work personnel and interested persons were asked to apply at the special office of the USES. The graduating classes of local colleges were circularized by letter, informing them of openings for apprentices in social agencies.

As was to be expected the concentration of effort to provide personnel for social agencies brought most concrete and positive results in the categories of the non-professional worker. A total of 217 clerical and 171 service placements were made in social agencies. The service proved its usefulness in recruiting for group work agencies and day care centers personnel whose college education and experience qualified them to fit into the needs of these agencies. A total of 159 such personnel was placed. Although the number of trained social workers supplied by the service was relatively limited, it was larger than anticipated. Twenty-six workers with one year or more training in a school of social work were placed in social agencies. This volume of service was sufficient to reduce perceptibly the resistance on the part of casework agencies to place their orders with USES. A closer relationship between the USES and these agencies has resulted in the recruiting of an appreciable number of apprentices. From August, 1943, through December, 1944, total placements of all kinds of workers in social agencies numbered 621. This figure does not include placements made in hospitals within the last six months when a special service to hospitals was set up.

In addition to the regular activities of this division in helping the agencies, there are instances when concentrated efforts were made for particular functional fields. For example, the child care agencies are at present confronted with a critical shortage of personnel and within twenty-four hours the facilities of the public relations office were set in motion. Radio time and newspaper stories were arranged. There were other benefits which had not been anticipated, such as the use of this division by college seniors for information about social work as a possible vocational field, by industrial personnel departments for securing high caliber personnel and by other professional people, such as nurses and dietitians when they learned of a professional service for social workers in the USES.

Unquestionably, this service has proved worthwhile and has served a definite need. It is not possible, however, to draw conclusions as to its future potentialities because the period of operation has been too short. Much time had to be devoted to organization and to interpretation to agencies and social workers. There has been a gradually developing acceptance of the principle that the placement of the professional worker is as much a public function as the placement of other categories of workers. The application of this principle will require the support of professional organizations and such established placement agencies as the Social Work Vocational Bureau. The more widespread the placement service for social workers within the USES becomes, the more effective it will be. Inter-area clearance between offices can function to best advantage when many offices are registering social workers for placement.

The SWVB can play an important and constructive role in this development. It would seem that it is within the province of the Social Work Vocational Bureau to assume leadership and to assist in the development of this service as private agencies in the field of social work in general have contributed in the past to the development of public services.

The period under review was one of trial and error not only for the division but also for the committee that initiated it. The committee had been a pioneering group, acting when action seemed necessary in the manpower shortage situation but without any particular authority and with uncertain backing. As it became apparent that the placement division was of value and could become increasingly so, it was decided that the committee, now known as the Social Work Personnel Committee, should have a more clearly defined status both with relation to the Welfare Federation and to USES and that its functions should be set forth more definitely. A statement on *Function and Structure* has accordingly been submitted to the Federation for approval. It provides that the committee is to act as a committee of Welfare Federation and as an advisory committee to the USES with respect to the Special Division of the USES designed to serve personnel needs of social and health agencies; to aid in the recruiting of social and health workers whenever the need warrants; to keep the social and health agencies advised on matters relating to the placement of workers through the USES.

The statement provides also that membership on the committee from the social and health agencies, shall be on the basis of councils, organized groups of professional workers, United Office and Professional Workers of America, Social Service Division, County Council of Public Agencies, City and County Civil Service Commission,

United States Civil Service, and The School of Applied Social Sciences, Western Reserve University. There shall be four additional members-at-large, appointed by the Welfare Federation. Membership from the USES, shall be the manager of USES or his representative, the supervisor and interviewer in charge of the placement service. Two subcommittees are recommended: 1. a Placement Service Committee whose function would be to maintain contact with the social work placement officers of the USES and, 2. a Publicity Committee to publish a bulletin at regular intervals to keep the members informed of developments, and to prepare news releases.

A Venture in a Public Employment Service
For the Field of Social Welfare

By Eva Hance

Chairman, Advisory Committee Social Workers Placement Service, United States Employment Service, San Francisco

Preferential employment and an unjustifiable use of the employer's time for interviews and correspondence were the subjects of conversation of four harassed social work executives one evening in July 1940. They were politely saying that they just couldn't "take it" any more—the constant demand to assist social workers to find the right jobs and employers to find competent social workers. They knew that their problem was the same as that of every social work executive in every city in the west.

When a busy executive is asked to recommend just the right person for a job, he recommends one he knows and thinks can do the job but this form of preferential employment excludes qualified competition and at best is haphazard employment practice.

TIME FOR ACTION

Two of the four executives agreed to explore with the California Department of Employment the possibility of developing an office where social workers could secure information about social work positions and civil service examinations in the eleven western states and the Territories of Alaska and Hawaii. Such an office would serve employers as a source for qualified personnel in public and voluntary agencies in these states and territories.

A year of planning and negotiations followed in which an informal committee of social workers and representatives of the California Department of Employment and federal agencies laid the basis for a public employment service for social workers. In January 1941 an official Advisory Committee was appointed by the California Department of Employment and in July 1941, the Social Workers Placement Service was opened. The activities of the Service were not changed when the California Department of Employment became the United States Employment Service. It began and has continued to be administratively responsible to the San Francisco Local Office of the Public Employment Service at 1690 Mission Street, although it functions on a regional basis. It is regional in the referral to jobs, but it registers any qualified social worker, wherever he may be.

SOUNDNESS OF PUBLIC EMPLOYMENT SERVICE

Those who know the work of the Social Workers Placement Service intimately from the idea stage to its present development are increasingly convinced of the soundness of a public employment service for the profession. Even through the period of precipitous changes in structure and personnel in the Employment Service due to the war, the basic stability of public service is always there.

GUIDING PRINCIPLES

When the original group began its exploration no approach was made to the Employment Service until the idea of a public service was presented by personal interviews and letters to a cross-section of the profession in the western states. The idea met with surprising and almost universal approbation.

The informal working committee of social workers began immediately to define its guiding principles. They were (1) every person has a right to work and no one should have to pay for the privilege of being put in touch with a job; (2) bringing workers and jobs together is a public function; and (3) these principles apply to professional as well as other workers. Although the group believed that bringing workers and jobs together is a professional service, oddly enough, most of the group felt that an employment service for social workers should be staffed by social workers. Gradually the conviction grew that employment service is a distinct field of work, and that it is one of the functions of professional personnel administration. The Employment Service offered the services of the worker who later became the director of the Social Workers Place-

ment Service and a large measure of success is due to her skill and professional competence. Two managers of the San Francisco Local Office, first Mr. W. Lee Sandberg and now Mr. Floyd Byrnes, head the list of those officials whose vision and interest have made the Service possible.

ADVISORY COMMITTEE

The use of an Advisory Committee is consistent with the operating policies of the Employment Service. In appointing the members of the Advisory Committee for the SWPS, the California Department of Employment said:

> In order that the Department of Employment may continue to receive the counsel of interested and representative workers already established in the field of social work, an Advisory Committee to the Social Workers Placement Service is being appointed. I believe that this committee will be able materially to assist the Department in guiding the Service during its inception and through the period of pioneering which will follow.

At all times the Advisory Committee has been made up of social workers widely representative of social work interests, including federal, state, and local public welfare agencies, private social agencies, schools of social work, community organization, research and statistics, medical and psychiatric social work and social group work.

Not only have members of the Advisory Committee spent a great deal of time and effort in the development of the Service, but other social workers serving on subcommittees have contributed to its growth. One subcommittee has prepared a questionnaire to secure information on social work education offered in the United States. A subcommittee on job classifications discovered that there are no widely accepted definitions of the jobs in social work. It recognized that jobs must be defined in terms of minimum qualifications as well as typical duties. The subcommittee decided that the first step in formulating standard definitions for social work is the compilation of information on professional training needed to classify jobs in terms of educational requirements and workers by the extent and kind of professional education completed. The Advisory Committee believes that this questionnaire on education should be undertaken by the appropriate organizations of the profession and that it would provide organized information required in the operation of the Employment Service and reference material helpful to employers of social workers, members of the profession, and persons interested in training.

The Advisory Committee has demonstrated that the subject matter of a professional field, its standards of education and employment, can be furnished to the Public Employment Service by an active, interested, professional advisory committee. Also the Service, with the sanction of the Advisory Committee, has demonstrated that an Employment Service for social workers operates best by the assembling of objective data, which are verifiable by the employer, and by acting as a clearance and referral bureau, leaving the responsibility for placement to the employer and worker.

In theory, this means that "preferential employment" is eliminated, since a worker who registers from Honolulu, and who meets a job specification, has the same chance to be considered for a job in San Francisco as a resident of San Francisco, while the employer has the advantage of choice from the number who meet his specifications and are available for employment. However, if the employer prefers to employ a worker with whom he can have a face-to-face interview, although his qualifications are less good than others, that is the employer's responsibility. The Service has presented to him only the objective and verifiable data.

This method led the committee to advise departure from the pattern of an employment service which would set a high professional requirement for registration and instead to establish a more realistic basis for registration so that persons known as social workers, although without professional training, could be registered in the Service. This places upon the employer the responsibility for selecting those persons whose standards of professional competence most nearly meet his needs.

STATE CONSULTING COMMITTEES

The Advisory Committee and the Service recognize the need to have committees of social workers in each of the western states, particularly where there are fairly large groups of social workers not only as a testing ground for the development of the regional service, but for consideration of policies that are being proposed by the Advisory Committee and to make suggestions for better service. There are consulting committees in Los Angeles, Seattle, Portland and Denver. Although this region is so vast that the consulting committees and the Advisory Committee cannot meet together, nevertheless the Advisory Committee has had real assistance from them. The majority of the members of the Advisory Committee must be located within reasonable distance of the Service because all activities of the committee members are at their own personal expense. Unhappily, the Advisory Committee has not discovered the human equivalent of the franking privilege, that highly essential factor enjoyed in conducting a public regional employment service!

WHAT IS AN EMPLOYMENT SERVICE

Social workers must understand what an employment service is and what makes its operations effective. It is a joint enterprise of social workers, employers of social workers and the employment service who share responsibility for its specific objectives, policies and operations.

In order to have an effective regional employment service for a professional occupation, there must be:

(1) *Hundreds of workers* in many comcunities seeking employment, with diversified qualifications.

(2) *Hundreds of jobs* located throughout the region representing all activities of the profession for which applicants are sought through the employment service.

(3) *Interrelated systems of classification* for workers and jobs.

(4) *A stable staff* selected for competence in employment service and specific ability to work effectively through records without the personal interviews which are typical of the local employment service but usually not possible in a regional service.

(5) *A network of human relationships* among the workers, employers and staff, sustaining the employment service by confidence, good faith, loyalty and patience.

(6) *Facilities,* including suitable housing, equipment, supplies, mail and other administrative services that are often taken for granted.

The primary activities of an employment service that are implied by these essential parts are:

(1) *Central registration* of workers and jobs with adequate uniform information on workers and jobs.

(2) *Systematic classification* of information on workers and jobs according to objective factors of selection.

(3) *Selection* of jobs for particular workers and selection of workers for referral to specific jobs.

(4) *Notifying* workers of jobs and reporting workers to employers, the function known as referral.

(5) *Verifying* the results of referrals.

(6) *Compiling* statistics on operations.

The Social Workers Placement Service carries on these activities which are characteristic of any employment service, by methods suitable for its particular operations. Self-registration of workers was adopted as the method appropriate for a professional occupation and necessary in an employment service which accepts applications from all parts of the country. Social workers register by filing a record of their qualifications, preferences in respect to employment and limitations on availability in the form of an outline furnished by the Service. Likewise, employers register jobs by reporting duties, required or preferred qualifications and terms of employment. Many agencies use the outline recommended by the Service to describe community, agency and job. Registrants are classified according to extent and kind of professional education in social work, the fields and occupations of social work in which they have been employed, and other objective factors of selection. Jobs are classified by minimum professional education and experience required, field of social work, occupation in social work, state or city and other significant factors.

The procedure of the Service in selecting *jobs for a particular worker* is to compare his professional education and employment, minimum salary, preferred locations and other objective factors in his personnel record with the classified records on all jobs registered. In selecting *applicants for a particular job* the Service compares the minimum professional education and employment required, entrance salary, location and other characteristics of the job with the classified records of all workers who are available for employment at the time. Workers and jobs are brought together chiefly by dictated letters to workers and employers. Job descriptions are sent to workers if they are furnished by employers. Usually abstracts of the personnel records of prospective candidates are submitted to employers by the Service.

Recognizing that referral by letter has serious limitations as a method of bringing hundreds of workers and employers together, the Advisory Committee and the Service are studying the possibility of handling the bulk of referrals by issuing a series of bulletins on jobs to workers and distributing a complementary series of bulletins on workers to employers. This collaboration of the Advisory Committee in devising an effective method of referral illustrates the way in which the Social Workers Placement Service is being developed as the joint responsibility of the profession and the United States Employment Service.

WHAT OF THE FUTURE

Requirements of the war period pointed up sharply the need for universal registration of social workers. The United States Employment Service is the logical machinery for such a registration which, to be effective on a national scale, would have required machinery to relate it to the jobs to be done. Similarly, many social workers now in other countries will return to a kind of employment experience that will doubtless be frustrating to them and time-consuming to employers of social workers. But if there are regional employment services in the country affording reasonable coverage, with professional leadership and direction; if social workers on a national level give voluntary leadership on a scale comparable to that which has been given by social workers to the experiment in the west, the United States Employment Service would doubtless provide the same encouraging working relationship on a national level that it has given to the venture in a public employment service for the field of social welfare in the eleven western states.

Social Work Vocational Bureau Reports

By Louise C. Odencrantz

Executive Director, Social Work Vocational Bureau *

CONSIDERABLE farsightedness was shown in the early stages of the war when social welfare was designated as an activity essential to the war effort. In the past three years the need and demand for social services of various kinds has been constantly increasing; for the Armed Forces at home and abroad, for the home front and rehabilitation in foreign countries. "Full employment" has indeed lessened the need for services relating to financial assistance, but the stresses and strains of the war situation have developed problems and needs which call for the kind of help that can be rendered only through the social work skills and understanding.

During the past year over 1,800 openings have been listed with the Bureau by private and public agencies in all parts of the country. This is only a minimum figure, as it does not include standing requests from large agencies with war connected service programs such as the American Red Cross, the National Travelers Aid Association, United Seamen's Service and public welfare departments which are calling for indefinite numbers of trained social workers with case work skills. The number of openings was nine percent higher than last year, and 85 percent more than were listed in 1941.

The largest demand naturally was for case workers; for family and child welfare workers, medical and psychiatric social workers. Over a fourth of the openings however called for supervisory, executive or administrative skills, as for example, case work supervisors and consultants, executives, field representatives, personnel in councils of social agencies, research workers, instructors and field placement supervisors in schools of social work.

The list of agencies requesting case work personnel showed greater variety in programs than in previous years. In addition to agencies for family and child welfare, medical social service departments, child guidance and mental hygiene clinics, the list includes youth counselling services, day care centers, departments for probation or parole, war connected service agencies, councils of social agencies, national agencies, graduate schools of social work and colleges offering preprofessional courses in social work. Other agencies included the recently developed veterans' service centers, industrial plants seeking counsellors, union organizations, state associations for crippled children and adults, sheltered work shops, associations for the blind and hard of hearing, volunteer bureaus, housing projects, community centers, public schools seeking visiting teachers or school social workers, state bureaus of rehabilitation as well as state departments of welfare, agencies for foreign rehabilitation, War Relocation Authority, and various other federal departments. The mere list itself indicates the widening diversity of community programs which are requiring trained case work personnel. It also accounts in part for the increasing shortage of trained workers available to meet needs of both the older established programs and the new.

Changes are also noted in the content of some of the positions listed, reflecting effects of the war situation. This is illustrated in job descriptions for child welfare workers in various state departments of welfare, which included the following:

> Child welfare worker in Navy area, work mostly preventive, with children in their own homes or licensed boarding homes.
>
> Worker for child study centers for study of children as to their physical and mental equipment, social background and personality problems, to determine whether they should be placed in boarding homes, one of the four industrial schools or returned to their own communities.
>
> New position involving the responsibility of working with local welfare departments, juvenile courts, and other community organizations, officials and groups, in an effort to establish facilities for the care of children other than in jails.

Constant reference is noted in job descriptions for work with war veterans in their readjustment to civilian life. These references occur not only in jobs in Veterans Centers and Home Service Chapters of the American Red Cross, but in family welfare and other agencies. Requests have also come for personnel to participate in studies of community needs, especially in war industrial areas. These requests suggest the extent to which the war effort is affecting community life and the need for increased social services to meet its new problems.

These new responsibilities, whether they occur in established agencies or new programs, seem to

* The SWVB is the national placement and counselling service in the case work field with offices at 122 East 22nd Street, New York 10, N. Y.

offer an interesting challenge to the workers, requiring often in addition to professional skill and knowledge, imagination, resourcefulness, courage and a pioneer spirit which is not always called for in the usual job.

Agencies are placing increasing emphasis upon the importance of psychiatric background both for work with children and adults. The agencies do not ask for psychiatric social workers, but they want workers who have had some training along those lines.

The openings listed with the Bureau spread over the country, with a higher proportion, than in previous years, in the south and the west. Ohio, California and Texas were well represented.

The Bureau was able to make about the same number of placements this year as it did last year. While social work as an essential activity is affected by the United States Stabilization Plan, social workers, like other people, find it necessary to shift employment for personal or family reasons. Some have been interested in shifting to services more closely connected with the war effort, some for positions of new or more responsibility, others frankly for opportunity for more money. A proportion of the placements were for recent graduates of schools of social work who had not been previously employed, and some were social workers who had been out of the profession for some time.

A fourth of the placements were in executive, administrative and supervisory positions. An upward trend in salaries is indicated by the fact that the proportion of total positions (placements and assisted placements) paying $2,400 or more a year rose to 68 per cent as compared with 35 per cent a year ago. Six per cent of the positions paid $4,000 or more. While the median salary for men was $2,700 and $2,300 for women, the difference is more apparent than real, as naturally the group of women included a younger group than the men. The fluid condition of the salary situation is indicated by the flexibility which agencies show in listing salaries for vacancies; for example, "$1,800–$2,700 for a case worker, depending upon training and experience."

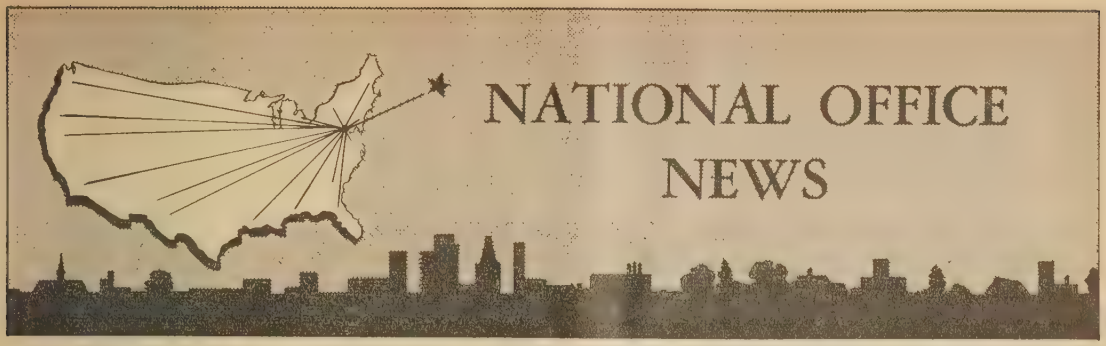
On July 1, 1944, the Bureau had 592 agency members as compared with 487 a year ago. On the same date, it had 1,699 individual members, including 73 in the Armed Forces.

Naturally not all of these members have been interested in placement during the year. SWVB is a membership organization offering a variety of services. Members may be interested in counselling or information about trends in the field or opportunities in various locations or fields. Some want help in selection in their embarassment of too many job offers! Others are primarily interested in having their references collected and on file for use when needed. Employers are emphasizing with candidates the convenience of securing all references through this central point. Some continue membership because they are interested in helping to maintain the Bureau as a service to the field, or as insurance for a possible personal need. Some still recall the panicky period after the closing of Joint Vocational Service when cherished references could not be secured, and no channel existed for contact between workers seeking jobs and agencies seeking workers.

Social Work Vocational Bureau, like the former Joint Vocational Service, has laid considerable emphasis upon the importance of adequate information about the work abilities of candidates interested in placement. Detailed statements from the candidates are supplemented by reports from schools of social work, references from employers and whenever possible a personal interview. Similarly SWVB is stressing as of equal importance adequate information about openings listed. A new member agency is asked to make available information about its program and services, staff set-up, personnel practices, and some picture of the size and type of community. It is emphasizing that the filing of such agency information helps to increase mutual understanding between the agency and the worker, and decrease the element of uncertainty inherent in any placement situation. In listing a specific opening, the agency files a *vacancy notice blank,* with a description of the job, type of supervision, salary and qualifications including special requirements. This information from the agency is sometimes supplemented with further information from national agencies which often add material helpful to SWVB in serving both agencies and workers.

SWVB shares in the deep concern that the whole field of social work is now experiencing in the widening discrepancy between the demand for and supply of trained social workers. The promotional work of the Wartime Committee on Personnel and the local chapters of the American Association of Social Workers throughout the country has definitely resulted in an increased registration in graduate schools of social work and has stimulated greater interest among undergraduate students in pre-professional courses in social work. However, important as is the trend, it offers little promise of relief for the immediate future, especially in view of the general impression that the end of the war may see an increase rather than a decrease in the demand for trained social workers.

It is not so long ago that social work leaders were struggling with the problem of convincing "powers that be" that social work requires trained personnel. They are now facing the more difficult problem of securing enough trained workers to meet the demand. The silver lining in the cloud may be that this increasing acceptance of professional training may be reflected in greater interest among college students to consider social work alongside of other better known professions in choosing their careers.



Should Social Workers Be Licensed?

THE American Association of Social Workers is taking a most important step, which some persons have thought long overdue, in devoting a major part of its energies to the subject of registration and/or licensing for social workers. Again and again in periods of emergency the practice of social work has been handicapped by the lack of any official recognition or status. Particularly through the war years, efforts to plan for social work personnel on a large scale, as in the experience of the Wartime Committee on Personnel, have been consistently blocked by the undefined position and content of social work. With the rapidly expanding field of practice the problem is even more urgent. Recently social work has been shocked by the realization that under the Scrugham-Starnes Act social work is not recognized as a profession requiring a body of technical knowledge which can only be acquired by specialized education. In no state * is social work legally registered, nor is practice by entirely unprepared persons anywhere restricted.

Approximately ten years ago several AASW chapters became active and outlined bills which would provide for the registration of only such social workers as could meet professional education requirements. Many leading social workers believe that such efforts are doomed to fail, and that it is far better to embark on a course of registering all responsible social workers with a system devised for progressively rising standards rather than to attempt at the start too high a goal with too narrow a coverage. It has been suggested that in any registration process we should start with those states which have the greatest number of practitioners with a college degree, so that a convincing majority would be at once assured on the recognized lists. The stated objective is, as soon as feasible, to accomplish legal licensing for social workers, which carries with it the corollary that unlicensed persons may not practice, but as an intermediate step it has been suggested that a voluntary registration system, charging a small fee, might be set up and maintained under distinguished disinterested auspices. The chief objection to legal licensing at present is the fear that it would prevent mobility of social workers. If a nation-wide register were established and operating, it would tend to demonstrate and standardize as a basis for progressive legislation.

There are several possibilities which a committee must evaluate whether for legal licensing or voluntary registration:

1. We might include all persons with a baccalaureate degree or its equivalent plus substantial practice in a defined social work process.

2. We might include two groups, one classification with professional education and practice which would qualify them for certain specialization, and a second classification for those with an undergraduate degree or its equivalent plus substantial practice.

3. We might include only those with professional education and practice.

A blanketing in procedure, whether for legal licensing or voluntary registration, should be immediately followed by the setting up of an examination procedure. In order to meet this, the Board proposes that a national examining unit shall be set up, preferably similar to that now operating in the field of nursing education. This unit would prepare test material and sell it to states and organizations attempting registration or licensing. Such a test unit would employ not only specialists in subject matter, but psychometricians. It is hoped that within a few years examinations prepared by this unit would be accepted as national board examinations for all states employing registered social workers, and that the ultimate gain would be to insure reciprocity and, therefore, mobility. Because of the significance of this attempt to raise standards of practice for the whole profession, an appeal to a foundation for such a unit, and to maintain volun-

* Puerto Rico has had legal licensing since 1934.

tary registrations until licensing could be achieved, may be successful.

A by-product of this attempt would inevitably be further definition of social work process and skill in all major fields. This in itself would be of great value if and when a change in membership requirements might be contemplated. Meanwhile, members of the AASW should be careful to recognize that the present project to register or license the bulk of practicing social workers does not directly affect AASW standards for membership. Rather, it is believed that the intelligent and broad attempt to register all responsible social workers will in a sense relieve pressure on the AASW standards as such and, in the long run, clarify and raise standards for the profession as a whole.

Federal Department of Welfare

(Continued from page 16)

(b) to stress the urgent need to make local planning possible on a basis fully representative of community needs and services, and

(c) to exemplify the effectiveness of coordinated planning for local operations.

IX. Certain *obstacles to be coped with* in any move for change:

(1) Tradition
Independent operation of agencies in health, welfare, and education with overlapping functional areas resulting in jealousies and unfamiliarity with each other's work.

(2) Lack of broad federal powers—states dominate function with appalling inequality of service. Reorganization alone will not touch that.

(3) Inconsistency in public policy regarding assigning of powers and provisions of services (except in rare instances).

(4) Lack of effective coordination of effort among federal agencies and between governmental and voluntary agencies.

(5) Attitudes such as
(a) Customary thinking of services for the social misfit rather than for all the people.
(b) Fear of centralization or decentralization of control.
(c) "Vested interests"

(6) Lack of unity and strength in leadership to forge ahead.

All these add up to make the problem complex and full of political dynamite.

X. *The implications to professional social work are many.* Specifically we need:

(1) A fuller recognition of the overall goal of furnishing to all people in the country the opportunity for a better standard of living, with proper education, social services, recreation and health facilities available.

(2) A strong central leadership for directing and administrating welfare services adequately throughout the country.

(3) One federal authority under which welfare services are centered and through which social work has a voice in national planning and policy making. This points to the urgent need of a central agency in the federal government for interpretation, leadership and active cooperative planning in terms of total needs and standards of services. Not only are the existing federal services scattered over a variety of federal administrative units, but also their sum total leaves gaps in essential service areas.

(4) A clearing up of existing difficulties at the national level which would have a salutary effect upon the welfare provisions for individuals in the communities of the country primarily by seeing total needs and planning with a focus of responsibility.

With this in mind, we should begin to bring about changes which are possible *now* and at the same time start on long time goals.

XI. *To us in a school of social work the implications are:*

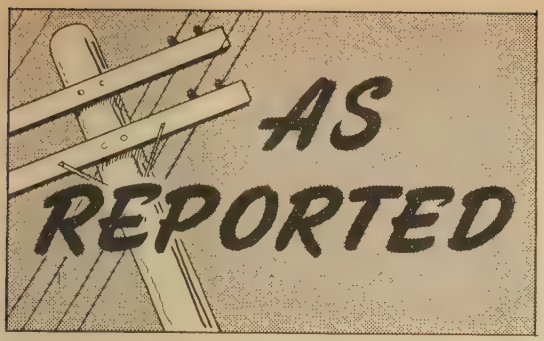
(1) We must develop in students a wide professional viewpoint and an inter-professional viewpoint.

(2) We must place appropriate emphasis in our curriculum on function of government in all aspects of social services.

(3) We should attempt to provide educational experiences to equip students to do jobs in communities where they come to grips with the problems, and can assert some positive leadership.

We reiterate our belief in the purpose of education for social work: namely, to train for social work and not for a particular field in a particular agency, and that we train not for public *or* private agency work but for both and either. A professional school is more than a vocational school and basic principles must be learned so as to be applicable to any situation.

XII. Finally, we are in agreement *that action is needed and that some sort of action is imminent* from one source or another. It is essential that the social work group be clear in its objectives and as unified as possible in its effort to move in the right direction.



Fort Orange

The Fort Orange Chapter has been working on an educational program. A two day Institute on Child Welfare and Placement is being given in Albany with Dorothy Hutchinson of the New York School of Social Work as the discussion leader.

The chapter has also been active in inaugurating an extension course on Behavior Problems of Children in cooperation with the Schenectady Department of Education. This course is being given for teachers, nurses and social workers, by Dr. J. Allen Hicks of the New York State College for Teachers.

Grand Rapids

The chapter sponsored weekly noon luncheons for all the social workers in Grand Rapids for a two year period. This year the Council of Social Agencies is jointly responsible with the chapter. The meetings are attended by between 30 and 50 people in the city, only a few of whom are eligible for chapter membership. Subjects of current social interest are discussed by the various local people, and national or state leaders who happen to be in the city are frequently asked to speak.

Delaware

This year the nominating committee of the Delaware Chapter invited representatives of the nominating committees of other chapters in District 7 (Philadelphia, New Jersey and Harrisburg) to meet and exchange thinking about the possible nominees for the national offices. The purpose of this meeting was to discuss the possible nominees from the various states in order that each chapter could be informed of the qualifications of people outside its own locality. The meeting was not planned with the idea of developing a district slate, but rather as a means of helping each chapter to know of persons who might best qualify for national offices so that the local chapters could thoughtfully draw up their own slates.

The meeting was held in Philadelphia on January 11. Miss Marguerite Townsend, chairman of the nominating committee of the Delaware Chapter, and Miss Elizabeth Sloan, a member of the committee, represented the Delaware Chapter.

This get-together proved helpful for each chapter represented, and interest was expressed in continuing with this plan in the future.

In Delaware, this legislative year, there are several Bills of social importance which are being proposed. The Government and Social Work Committee of the chapter has studied the proposed Family Court Bill, which is sponsored by a group of people who are interested in establishing a court to handle family problems. To date Delaware has had no one agency of this sort which has had full jurisdiction over problems of families.

Mrs. Florence A. Clark, chairman, and members of the Government and Social Work Committee, made a study of this proposed bill and presented their findings at a program meeting of the chapter. After consideration of the value of this Bill for Delaware, the chapter took action to support the Bill at a special meeting held February 1, 1945, and sent our recommendation and approval to the Legislative Forum, to the Governor and to the Family Court Committee, which has sponsored the Bill.

This committee also made a study of the proposed Civil Rights Bill, sponsored by the NAACP, and presented their findings to a special meeting of the chapter. The chapter voted to support this Bill, and a letter stating our approval was also sent to the Legislative Forum, to the Governor, and to the local NAACP.

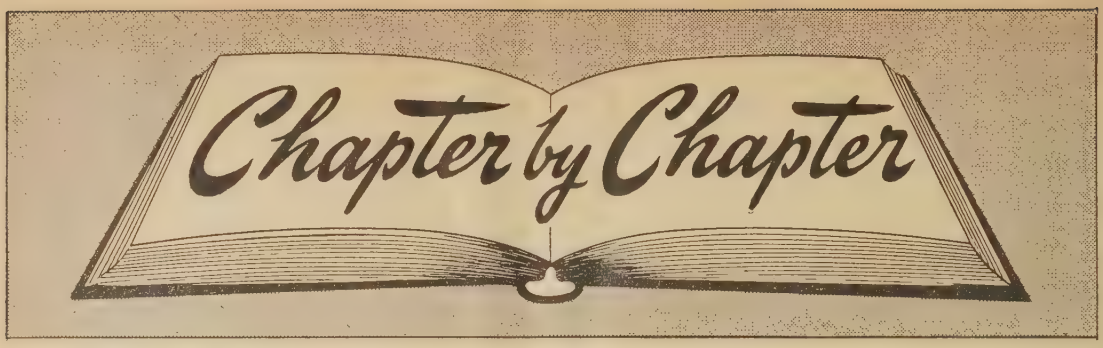
The Delaware Chapter has also voted to support the proposed Bill which would merge the State Board of Welfare, the public child placing agency of the State, and the Delaware Commission for Aid to Dependent Children.

Hudson Valley

The Hudson Valley Chapter is offering a $100 scholarship to the New York School of Social Work for a qualified person living or working in the chapter territory who is interested in working toward a Master's degree. The chapter is also active in recruiting for professional social work.

Oregon

The success of the initial venture in 1943 with a legislative program has stimulated the Oregon Chapter to resume such activity this year. The Community Organization Committee recommended to the Executive Committee that funds be appropriated to pay a secretary to the committee whose time would be spent in securing information regarding pending legislation, attempting to secure support of measures in which the chapter is interested, meeting with groups interested in social welfare legislation, and keeping the chapter informed as to progress. The plan was approved and $125 has been allocated from the chapter treasury for this purpose.



Louisiana

Experience with a State Legislative Council

SOCIAL workers have become increasingly aware of the need for effective legislative programs. During the past ten years when there has been a trend toward more social action, various AASW chapters have considered the advisability of joining with other groups in order to create a wider understanding of social needs. Lack of progress in this area is probably due to two factors; first, a conviction that our professional membership was relatively small and we still needed to concentrate all of our efforts in maintaining standards of practice; and second, a fear that the profession might be criticized for being radical or becoming involved in political issues. A certain amount of interpretation and efforts to achieve legislative goals has been carried on but largely through individual agencies and state conferences of social work. The growth of state legislative councils has again raised the question of the advisability and value of AASW participation. A review of the activities of the three chapters in Louisiana is presented with the hope that this experience may be useful to other chapters interested in a similar program.

Problems Related to Chapter Participation

The organization of such a council in this state was proposed about two years ago by the Louisiana Federation of Business and Professional Women's Clubs. The council was defined as a group of state-wide civic organizations to promote social legislation and improved administration of it.

In order to understand more clearly the problems of AASW in relation to membership on the council, it should be pointed out that there are three chapters in this state: New Orleans, the largest chapter of about 130 members, includes the city and immediately adjacent parishes; Shreveport, the newest and smallest chapter with about 15 members, in the northwest corner of the state; and the Louisiana Chapter, which covers all the other territory. This chapter has a widely scattered population with about seventy members mainly organized into four branches for purposes of facilitating meetings and carrying on chapter business.

It is interesting to note from chapter correspondence and minutes of meetings that AASW was among the first groups to consider affiliation. Members of the Government and Social Work Committees of the New Orleans and Louisiana Chapters met with representatives of the Business and Professional Women's Club for discussion concerning development of the council. The chairman and several members of the committee of the Louisiana Chapter attended all meetings to represent AASW in an unofficial capacity. This practice was continued from April, 1943, to September, 1944, when all three chapters finally worked out all problems in relation to membership.

Some of the arguments against membership were as follows: (1) That social workers are not completely accepted in the state due to newness of the profession, and the risk of affiliating with anything that might become a political issue; and (2) that the endorsement of legislation might bring criticism to the Department of Public Welfare, with the public feeling that social workers were fighting for self advancement. The basis for this argument was that the majority of AASW members in the state were employed by the Department.

Those in favor of affiliation with the council felt that AASW should take a definite stand in promoting good legislation, and that on many questions the opinion of AASW should have quite a lot of weight. It was pointed out that AASW in working on other projects of interpretation had been accepted as representing our profession

Each month this department carries a description of an interesting project developed by one of our chapters. This month's contribution comes from the Louisiana Chapter and is a timely follow-up of James Sidel's article in the January 1945 COMPASS on the state legislative council as a medium for social action. The Louisiana Chapter was founded in 1937 and had a membership of 71 on November 28, 1944. Miss Agnes Smart is chapter chairman.

and not an individual agency.

Another question raised was around Section 7 of the bylaws of the council. This section says "that the name of the council shall not be used in support or opposition to any piece of legislation, except with the unanimous consent of the member organizations." The Government and Social Work Committee asked for clarification as to "what provision would be made for an organization for example, that did not commit itself one way or another." In answer to this the council set up the following policy: "It may be that occasionally there will be an organization that will not commit itself for or against, and in this kind of case, we would have to consider such action as against and consequently not use the name of the council."

During this period of time, reports of progress in council meetings were sent to all chapter chairmen, and questions were discussed in chapter meetings. We also kept closely in touch with national office of AASW giving a step-by-step picture of developments in order to make sure that this chapter activity was approved as a legitimate function of our professional organization.

The three chapters finally arrived at a consensus that the advantages of having this opportunity to interpret and present AASW's point of view to state-wide organizations and clubs and secure their support for measures in which we were interested, far outweighed any disadvantages previously mentioned.

Problems in Chapter Organization

Other points raised which delayed final action in relation to official membership in the council were around payment of dues, selection of delegates and ways and means of keeping the delegates informed concerning total AASW membership opinion on projects to be backed by the Legislative Council.

As the constitution of the council limits membership to organizations with state-wide coverage and provides that "member organizations shall be entitled to two delegates," some procedure had to be worked out whereby all three chapters would be represented. The dues for each organization were set at $25 a year. There was difference of opinion about how this might be divided among chapters. These and other points of state-wide interest were discussed by the AASW coordinating committee made up of a representative from each chapter, at a meeting in April, 1944. The following recommendations were made:

1. A State Legislative Committee should be formed which will serve in an advisory capacity to the AASW chapters in matters relating to the Louisiana Legislative Council. There will be two representatives from each chapter and a two-thirds vote will be necessary before any action can be recommended. The chairman of this committee will be selected from the chapter not having representation on the council for that year.

2. Delegates to the Louisiana Legislative Council will rotate in alphabetical order; that is, Louisiana Chapter, New Orleans, and Shreveport. For the first year the delegates will be selected from the Louisiana and New Orleans Chapters.

3. The membership fee and dues in the Legislative Council will be shared equally, each chapter paying one-third of the total cost.

4. Delegates will be selected by their respective chapters and may be re-elected. Term of office should correspond to the Legislative Council year.

5. Expenses of delegates will be shared on a per capita basis regardless of whether the chapter has a delegate during a current year.

Further consideration and experience brought about modification of these points. It was finally agreed that membership fees and dues in the Legislative Council would be pro-rated according to the number of persons in each chapter. It was also felt advisable to recommend terms of office for members of the advisory committee in order to provide for some continuity of experience. A plan for staggered terms was worked out with one member of the advisory committee from each chapter to be appointed each two year period. In addition it was recommended that the present delegates be kept in office until September, 1946, following the legislative session of June of that year. After that terms should be for two year periods. The advisory committee has held one meeting to date but distance between chapters is recognized as a continuous problem.

An Evaluation of Progress

The AASW is now one of fourteen state-wide organizations which are members of this council. The others are: Councils of Jewish Women of New Orleans and Shreveport, Gulf District; American Association of Medical Social Workers, Louisiana Conference of Social Welfare, Louisiana Federation of Business and Professional Women's Clubs, Louisiana League for the Preservation of Constitutional Rights, Louisiana League of Women Voters, Louisiana Congress of Parents and Teachers, Louisiana Society for Mental Health, Louisiana Tuberculosis and Public Health Association, Louisiana Society of Christian Service of the Methodist Church, Louisiana Women's Christian Temperance Union, and Louisiana Young Women's Christian Association.

Much of the activity to date has been in learning about how a council operates. While we did not have official delegates in the council at the time of the 1944 meeting of the legislature, we did attend meetings and participate in the consideration of the first three of the five projects which were selected, namely; Child Labor, Compulsory School Attendance, Mental Health Law, Appointive Superintendent of Education, and Civil Service.

The greatest value we have seen to date has come out of civic professional relationships. Members of the League of Women Voters, P.T.A., etc., are now referring to us as the AASW and seem to have whole-heartedly accepted our ideas along with our participation.

The council is scheduled to hold four meetings a year at which time various groups are invited to outline their programs and present needs for which they would like the support of this body. At the suggestion of AASW an open meeting was sponsored by the council at which time heads of divisions in the State Department of Public Welfare presented the work of these divisions and the Commissioner made recommendations with respect to needed legislative action. The council is now in the process of selecting projects to work on for the 1946 session of the legislature. The AASW chapters have discussed projects in which social workers are interested and it is our hope that one or more of these may be selected as a council project to be sponsored by all the member organizations.

Throughout this activity we have been very fortunate in having the guidance of Mr. James Sidel from the National Child Labor Committee. We have learned to feel a deep conviction as to the values to be gained by participation in a legislative council. This awareness is strengthened by an experience of the Louisiana Chapter in 1942. This consisted of an attempt to influence public opinion and the legislature which was meeting that year, through the publication of a pamphlet entitled "Louisiana's Home Front." This was a costly experiment and had little effect. While it is recognized that progress has been made with the legislative council, much work remains to be done in establishing a method for closer working relationships between the advisory committee, the delegates and the membership, and coordinating AASW chapter opinion. It has been suggested that chapter chairmen serve as coordinators in the future.

It should be emphasized that this is only one part of an AASW chapter program. But it does have a place in our function as stated in our membership pamphlet: "The association represents practicing social workers who feel a social obligation to work voluntarily for the greater public understanding and use of the facts which social work possesses about social needs and appropriate methods of meeting those needs."

AGNES SMART
Chairman, Louisiana Chapter

Changes at Washington University

The George Warren Brown Department of Social Work of Washington University, St. Louis, will become a School within the framework of that University on July 1, 1945. Coincident with this announcement is the further word that the Dean of the George Warren Brown School of Social Work will be Benjamin E. Youngdahl.

As a Department within the School of Business and Public Administration the school has enjoyed great freedom and independent opportunity for development; but the Chancellor and Board of Directors of Washington University feel that the Department should now be made a School in order to facilitate the full scope of its function.

The step upward in university status for the School is the culmination of twenty years of constructive leadership on the part of Frank J. Bruno, who has directed the work of the Department since its beginning in 1925. Mr. Bruno retires from his duties as Head of the School when the new dean takes over.

Benjamin E. Youngdahl has been with the George Warren Brown Department of Social Work since 1939, with teaching and some administrative duties. At the present time he is on leave of absence and is in France with the United Nations Relief and Rehabilitation Administration. He expects to return to this country about midsummer and plans to take over his duties as Dean on September 1st.

Child Labor Laws

The National Child Labor Committee has published a pamphlet, *The Case for Sixteen Year Employment Laws*. Copies are available from the Committee at 419 Fourth Avenue, New York 16, N. Y. The pamphlet gives in concise form information which is useful for educational as well as legislative activities. THE AMERICAN CHILD for February 1945 (published by the NCLC) gives a summary of child labor and compulsory education bills now under consideration in a number of states.

Transcription Translated

The AASW's radio transcription for use in recruiting to social work, "Margaret Johnson Chooses a Career," has been purchased by the Department of Social Work at the University of Puerto Rico, and the script will be translated into Spanish for local broadcasting. The record, which costs $5.00, is now in its second pressing. Further information about the script and the use of the record can be secured from the national office, 130 East 22nd Street, New York 10, N. Y.

Supplement to the April 1945 Issue
of THE COMPASS

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Report of AASW National Nominating Committee

THE National Nominating Committee of AASW this year held one meeting on February 23 and 24, at the national office. In attendance were: Gladys Hall, Chairman, New Orleans, District 2; Louise Cuddy, San Francisco, District 1; Frank Glick, Lincoln, Nebraska, District 3; Marietta Stevenson, Urbana, Illinois, District 4; Mrs. Beulah Whitby, Detroit, District 5; and William L. Painter, Richmond, Virginia, District 6. Absent were the committee members representing Districts 7, 8 and 9.

The purpose of this meeting was to build a specific slate of nominees for national posts to be vacated this year. This task of slate building is for the Nominating Committee a matter of selecting, from hundreds of potential nominees submitted by chapters over the country, the few persons who are to be nominated.

The process of nominating national officers for AASW has two distinct phases. The first is that of creating a pool of potential nominees for national office; the second is slate-building by the committee from that pool. The time schedule followed by the Nominating Committee this time began with a bulletin to chapters in October 1944 notifying them of the vacancies to be filled, and ends with the publication of the slate in this issue of THE COMPASS.

The Nominating Committee is generally responsible for the whole process but it is primarily active only in the second phase. The first phase—discovering the potential nominees—is planned as to procedure and timing largely by the committee chairman and our executive secretary, and is facilitated by the national office. But the active group in this part of the job must always be the individual chapters. In each of the past two years, only about half the chapters have participated in this activity.

The Nominating Committee and the national office welcome suggestions as to how chapter functioning on this part of the nominating process may be stimulated and facilitated. Several chapters reported they had found it valuable to consult with other chapters. This device was developed in an interesting manner by a group of chapters in District 7. On the initiative of the Delaware Chapter, its representatives met jointly with representatives from the Philadelphia, New Jersey and Harrisburg Chapters "not with the idea that a district slate would be drawn up, but simply as a means of helping each other know of persons who might be considered for national offices. The four chapters represented at this meeting felt that it was helpful to pool information and thinking, and would like to consider such a plan another year." The National Nominating Committee was inclined to commend this scheme and recommend it for trial wherever chapter representatives can get together. Correspondence between chapters might be helpful where actual meeting is too difficult. Chapters may thus stimulate each other and, incidentally, may agree on some suggested nominees, thus commending them more strongly to the attention of the national committee. Naturally the committee can function with greatest effectiveness when it has all possible information from the chapters

One or two chapters suggested that their job could be expedited if the national office would send out information including suggested names on the basis of which local chapters could act. It seemed to the committee however that this might jeopardize the local initiation of nominations which, we assume, is one of the vital points to be safeguarded. The national office should of course, upon request, provide available information regarding activities of individual members to the chapters.

Some chapters seemed by their statements to have the impression that they should limit their suggestions to persons within their own district or even within their own chapter. This is true only of district representatives on the National Board and Nominating Committee. For all other offices, chapters may and should approach their assignment with a national rather than local viewpoint. However, one of the great potentials of chapter initiative in this process is the opportunity it offers for discovering promising, younger people. Chapters should always bear in mind the constant need for new blood in national leadership and the desirability of including some new names on each slate.

It was planned that another year each member of the National Nominating Committee should personally write each chapter in his district when the national office first asks the chapters for nominee suggestions and offer to be of any possible assistance. In the past, committee members have waited for a list of delinquent chapters and then written those chapters after little or no time remained in which the chapter could act.

There was some discussion of the form sheet on which chapters are asked to present information regarding their suggested candidates. This Nominating Committee agreed the information it most needed about potential candidates was of three sorts: (a) AASW activity, (b) professional employment and particular field of employment, and (c) appraisal of the person from the viewpoint of competence and qualification for national office. The latter point was especially emphasized, and the committee recommended that the national office revise the form so as to highlight the above three types of information.

A few chapters indicated that the nominees suggested by them could be considered for any vacancy on the national slate. This was helpful to the committee. It would be well therefore if, when the form on which names are submitted is revised, that the chapter be asked to indicate whether the person is suggested for one or more specific vacancies or for any available vacancy.

In approaching its own primary job, that of slate building, the Nominating Committee started off by reviewing and discussing criteria to be followed. The criteria set up by the commitee last year (see THE COMPASS, April, 1944, p. 30) were accepted for use again.

The entire list of names submited by chapters was first reviewed name by name. For use of the committee, the national office had prepared a sheet for every name, showing available information about the person, the chapters recommending that individual and posts for which the person had been suggested. To keep the total list of names in mind was difficult, and the committee gave thought to the mechanics of facilitating this task. It was suggested that the national office might devise a master form on which all names could be listed, with appropriate information on each name indicated by brief entries or check marks in columns on the form. This device is to be tried next year in the hope of aiding the committee to keep constantly in mind all available suggestions.

A major part of the time in the meeting was used in winnowing the suggestions and arriving at a slate. Each member of the committee, although elected from a particular district, regarded himself as primarily responsible to AASW as a whole and not to the constituency of his particular district. However, each member offered such additional information as he had on potential nominees from his district and sought to secure appropriate representation from all districts in the national leadership.

Availability of persons whose names are placed on the slate must be a main concern of the committee. Some clearing on this was done by wire and telephone while the committee was in session, but much of it had to be done afterward. For this reason, alternates were selected for each position who may be called upon if persons first selected decline the candidacy.

The task of the Nominating Committee was reduced this year because, with no delegate conference scheduled, it was unnecessary to select representatives of non-chapter members to that conference. This is in some ways the most difficult and puzzling part of the committee's job. Attention is called to the statement on this matter made by the Nominating Committee a year ago (see THE COMPASS, April, 1944, p. 30).

Some difficulty was again encountered in selecting nominees for the vice-presidential posts, particularly the second and third vice-presidents. No particular duties are specified for these posts. For all practical purposes they are at present simply additional members of the Board, and the terms are for one year only, whereas regular board members serve for three years. The apparent disadvantages of one-year terms for officers of the National Board were considered briefly and the committee was glad to know that concrete steps for a change in this have been taken by the National Board.

The effectiveness of the National Nominating Committee depends largely upon the help of our national office. That help was forthcoming in full measure from the entire staff. Special commendation should be given to Mr. Anderson, who sat with the committee and provided valuable information and wise counsel.

Some AASW members may not recall how the National Nominating Committee is constituted. The nine members represent the nine geographical districts and are elected by the entire AASW membership for three-year, overlapping terms. Two candidates for each district post, as it falls vacant, are nominated by the current Nominating Committee from among persons suggested by chapters in the district. The committee elects its own chairman each year from among the three members serving their third and last year.

Nominations for Officers, Board Members and Nominating Committee 1945-46

THE slate presented by the Nominating Committee for this year's election appears below. Ballots will be mailed to the membership on or about May 20, 1945, after which a 25-day period will be allowed for voting. Some of the nominations are identified with nominative districts set up under the bylaws, but all members of the Association vote for candidates for all of the vacancies.

Petitions for additional nominations will be in order as soon as this issue of THE COMPASS is in the mails. Such petitions must be filed in the national office by May 5 and, according to the bylaws, under the following conditions:

A. Petitions nominating district nominees for the National Board shall be signed by not less than 25 members. These members shall be from at least two chapters in any district containing two or more chapters;

B. Petitions nominating nominees at large for the National Board shall be signed by at least 50 members of not less than five chapters in three or more nominative districts;

C. Petitions nominating officers shall be signed by at least 100 members of not less than five chapters in three or more nominative districts.

Following are the rules for the 1945 election of Officers, Board Members and National Nominating Committee.

Rules of Election

1. The proxy form enclosed with the ballot *must be* signed by the member and returned with the ballot, or the ballot will be invalidated.
2. Both name and address of voting member must be written plainly on the envelope in which the ballot and proxy form are returned or the ballot will be invalidated.
3. Any writing on the ballot except the voting marks invalidates the ballot.
4. To be included in the count, ballots and proxy forms must be postmarked not later than midnight twenty-five days after being mailed from the national office.
5. Votes may not be cast for persons whose names are not included on the printed ballot.
6. No more than one ballot and proxy form may be returned in one envelope.
7. Vote for no more than the number of candidates to be elected as noted in each section of the ballot. Voting for more than the number to be elected invalidates that section of the ballot.
8. Ballots once cast may not be returned to the sender. Ballots lost or damaged after receipt by member may not be replaced.
9. Address all communications concerning the election to Committee on Elections, at the national office.

The members of the Committee on Elections for the 1945 elections are: Benjamin Coleman, Chairman, Katherine Ahearn, Marjorie Eckels, all from New York City.

The results of the tabulation of election returns, together with proxy forms will form the basis for the election of Officers, Board Members and Nominating Committee at the corporation meeting of the Association which will be held annually on the third Thursday in July, or at such other time and place as may be fixed by the National Board. The election therefore will be announced immediately after the corporation meeting.

OFFICERS

(One to be elected for each office)

PRESIDENT

Louis Blumenthal, San Francisco

San Francisco Chapter: Vice Chairman; Chairman; Delegate to Delegate Conference.

Member: National Conference of Social Work; American Association for the Study of Group Work; National Probation Association; National Publicity Council; National Conference of Jewish Social Welfare; National Association Jewish Center Workers; Progressive Education Association; American Association for Health, Physical Education and Recreation; American Association for Adult Education; American Camping Association. Past President of various group work organizations. Author, "Group Work in Camping."

Graduate, Brooklyn, New York Training School for Teachers; attended New York University and College of City of New York.

Director, Jewish Community Center, Portland, Oregon; Instructor in Group Work, University of California Extension Division; San Francisco State College; University of British Columbia; National USO Refresher Courses. Present position, Director, Jewish Community Center, San Francisco.

Mrs. Irene Farnham Conrad, Houston

Chairman, Syracuse Chapter, 1933; Chairman, Program Committee, Southeast Texas Chapter, 1939–40; Chairman, Committee on Government and Social Work, 1941–42; Chairman, Southwest Regional Conference, AASW, 1939–41; Chairman, Program Committee, Southeast Texas Chapter, 1942–43; Executive Committee, 1943–44, Chairman, Sub-Committee on Recruitment, 1943–44. National: Secretary, 1931–33; National Committee on Conference Program, 1937–39; National Board,

1939–41; Special Contributions Committee, 1940; Chairman, Committee on Chapter—National Procedures for Employment Practices Inquiries, 1940–41; Chairman, National Committee on Social Work Practice and Professional Education, 1944; President, 1944–45.

B.S., 1913, A.M., 1914, Northwestern University; graduate work, School of Civics and Philanthropy, University of Chicago; New York School of Social Work.

Director, Bureau of Child Welfare, State of New Mexico, 1935–36; Director, Child Welfare and Public Assistance, Louisiana State Emergency Relief Administration, 1936; Louisiana State Department of Public Welfare, 1937; Executive Secretary, Council of Social Agencies, Houston Community Chest and Council, 1937–; Executive Secretary, Division of Personnel and Community Welfare Resources, Offie of Civilian Defense for Harris County, 1942–43.

FIRST VICE-PRESIDENT

Harriett M. Bartlett, Boston

Boston Chapter: Chairman, Personnel Standards Committee, 1938–40. National: Chairman, Wartime Committee on Personnel, 1943–44; Chairman, Interim Committee on Joint Planning, 1944–45.

American Association of Medical Social Workers: Chairman, Functions Committee, 1935–38; Chairman, Education Committee, 1940–42; President, 1942–44.

Member: Federal Office of Vocational Rehabilitation, Professional Advisory Committee, 1944–45; U. S. Children's Bureau, Subcommittee on Medical Social Work, Chairman, 1945.

B.A. Vassar College, 1918; M.A. University of Chicago, 1927; certificate, London School of Economics and Political Science, 1920.

Case Worker and Supervisor, later Educational Consultant (part time), Social Service Department, Massachusetts General Hospital, 1922–45; Research, Social Service Department, Presbyterian Hospital, New York, 1930–31; Associate Professor, Graduate School of Social Work, University of Southern California, Los Angeles, 1940–41; Executive Secretary, Joint Committee on the Teaching of the Social and Environmental factors in Medicine, Association of American Medical Colleges and American Association of Medical Social Workers (engaged in a succession of study and teaching projects in social service departments and universities in various parts of the country), 1934–45.

Mereb Mossman, Greensboro, North Carolina

North Carolina Chapter: Chairman, 1941–43; Executive Committee, 1942–45; Chairman, Program Committee, 1939–41; Committee on Personnel Standards, 1943–44; Committee on Professional Practice, 1944–45. Delegate to Delegate Conference, 1941 and 1945.

Member: National Conference of Social Work.

B.A., Morningside, Sioux City, Iowa, 1926; M.A., School of Social Service Administration, University of Chicago, 1928; part time study, School of Social Service Administration, University of Chicago, 1935–36.

Case worker, Chicago Orphan Asylum, Chicago, Ill., 1928–30; Head, Department of Sociology and Social Work, Ginling College, Nanking, China, 1930–35; Supervisor, Child Welfare, School of Social Service Administration, University of Chicago, 1935–36; Associate Professor of Case Work, Alabama Woman's College, Montevallo, Alabama, summer 1936; Head, Department of Sociology and Social Work, Ginling College, Nanking, China, 1936–37; Associate Professor of Sociology, Woman's College, University of North Carolina, Greensboro, N. C., 1937 to present; Associate Professor of Case Work, Division of Public Welfare and Social Work, University of North Carolina, Chapel Hill, N. C., summers 1940–41–42; Home Service Field Representative, Eastern Area, American Red Cross, Alexandria, Va., summer 1943.

SECOND VICE-PRESIDENT

William W. Burke, St. Louis

Chicago Chapter: Chairman, Finance Committee, 1926–29, Treasurer, 1928. St. Louis Chapter: Chairman, 1933–34; Chapter Delegate to 1934 and 1935 Delegate Conferences; Chairman, Committee on Public Welfare, 1935; Chairman, Committee on Professional Social Workers and the War Effort, 1942–43. National: Chairman, Extension Committee, 1922–23; Second Vice President and Member, National Board, 1942–44; Executive Committee, 1943–44.

A.B., University of Denver, 1916; Harvard Graduate School, 1916–17; New York School of Social Work, 1922–23; Ph.D., School of Social Service Administration, University of Chicago, 1934.

Associate Professor and Professor, Department of Social Work, Washington University, St. Louis, Missouri, 1929–; Supervisor of Examinations, Missouri Unemployment Compensation Commission, 1938–40; Acting State Merit System Supervisor, 1942.

Lora Lee Pederson, Nashville, Tenn.

Nashville Chapter: Chairman, Committee on Government and Social Work; President of Chapter; Member, Executive Committee.

Chairman, Southeastern Regional Conference AASW.

Member: National Conference of Social Work; American Public Welfare Association.

M.A., School of Social Service Administration, Univ. of Chicago; Work on Ph.D., Univ. of Chicago SSSA.

Girls Director, Wesley House, Nashville; Head Resident, Wesley House; Case Supervisor, Spofford Home (Study home for children with behavior difficulties) Kansas City, Mo.; Assistant Supervisor, Child Welfare Services, Missouri Social Security Commission; Director, Foster Care Division, Missouri Social Security Commission. Associate Professor and Head of Department of Social Work, Scarritt College, Nashville; Present position, Director and Professor, Nashville School of Social Work.

THIRD VICE-PRESIDENT

Esther Lazarus, Baltimore, Md.

Maryland Chapter: Chairman, 1935–37; Treasurer; Chairman, Committee on Reorganization; Chairman, Committee on Personnel Practices and Procedures; Member, Executive Committee, Division of Government and Social Work. National: Member, Division of Government and Social Work; Member, Subcommittee on Probation and Parole of National Membership Committee, 1941–42; Member, National Membership Committee, 1943–; National Board, 1944–45.

Ph.B., University of Chicago; M.S.W., Pennsylvania School of Social Work.

Case Worker, Jewish Social Service Bureau, Baltimore, 1926–27; Probation Officer, Juvenile Court, Baltimore, 1927–38; Training Supervisor, Department of Public Welfare, Baltimore, 1938–44; Assistant Director, Department of Public Welfare, Baltimore, 1944–.

Alton A. Linford, Boston, Mass.

Boston Chapter: Member, Executive Committee, 1940 to present; Program chairman, 1942–43; Chairman, Committee on Pre-paid Medical Care, 1943–44; Member, Civil Service Committee; Member, Committee on Government and Social Work, 1939–41; Member, Committee on Organization and Planning, 1943–44.

National: Chairman, Committee on Organization and Planning of the Social Services in the War and Postwar Periods, 1943–44.

Member: American Public Welfare Association; National Conference of Social Work.

ELIZABETH McCORMICK MEMORIAL FUND
848 North Dearborn Street
Chicago

A.B., University of Wyoming, 1934; A.M., University of Chicago, SSSA, 1938; courses, Graduate School of Public Administration, Harvard University, 1941–44.

Manager, Smith's Fork Camp, Wyoming Transient Bureau, 1934; Field Supervisor, Wyoming Emergency Relief Administration, 1935–36; Field Supervisor, Wyoming Department of Public Welfare, 1936–37; Assistant Supervisor, University of Chicago, School of Social Service Administration, 1938–39; Assistant Professor and Associate Professor of Social Economy, Simmons College School of Social Work, 1939 to present.

SECRETARY

Mrs. Kate Bullock Helms, Columbia, So. Carolina

South Carolina Chapter: Membership Committee, 1938; Chairman, Committee on Government and Social Work, 1939; Chapter President, 1940–42; Executive Committee, Southeastern Regional Conference AASW.

Member: American Public Welfare Association, Child Welfare Committee, 1943–; Secretary, National Aid to Dependent Children Association, 1942; Advisory Committee to U. S. Children's Bureau on Medical Social Work, Public Health Nursing and Child Welfare Services in Crippled Children's Program, 1941; White House Conference on Children in a Democracy, 1940; Executive Committee, National Commission on Children in Wartime, 1944–; Chairman, Advisory Committee to U. S. Children's Bureau on Social Services to Children, 1944–; Second Vice-President, National Association of Juvenile Agencies, 1943; Executive Committee, National Association of Juvenile Agencies, 1944–.

B.S., Coker College, 1929; M.A., and certificate, College of William and Mary School of Social Work, 1930; Vocational certificate, Penncylvania School of Social Work, 1931; courses, University of Pennsylvania.

Visitor, Family Welfare Society of Philadelphia, 1930–32; Case worker, Connie Maxwell Orphanage, Greenwood, South Carolina, 1932–36; Director of Case Work, Connie Maxwell Orphanage, 1936–39; Chief, Child Welfare Division, South Carolina Department of Public Welfare, Columbia, S. C., 1939–. Made surveys of two children's institutions for Child Welfare League of America, summers 1943 and 1944.

Mrs. Inabel B. Lindsay, Washington, D. C.

St. Louis Chapter: Member various committees, 1926–36; Secretary and Executive Committee, 1934–35. Washington, D. C., Chapter: Steering Committee, 1938–39; Alternate to Delegate Conference, 1940; Personnel Qualifications Committee, 1939–41; Personnel Needs Committee, 1942–43; Family Welfare Committee, Chairman, Subcommittee on Minority Situations and Case Work Service, 1943–44; Executive Committee, 1940–43. National: Secretary, National Board, 1944–45.

Member: National Conference of Social Work, Case Work Sections Committee, 1943–; AASSW Committee for Educational Opportunities for Negroes, 1943–.

A.B., Howard University, 1920; School of Social Service Administration, University of Chicago, 1937, and summers, 1938 and 1940; Graduate courses New York School of Social Work, 1920–21; FWAA Institute, 1929.

Assistant Director and Director of Field Work, Division of Social Work, Howard University, 1937–42; Acting Director, 1942–43; Director, 1943–.

TREASURER

C. F. McNeil, New York City

Nebraska Chapter: Member, Executive Committee; Chairman, Program Committee; Delegate to Delegate Conference.

B.A., Ohio State University, 1931; 3 quarters graduate study, School of Social Administration, Ohio State University, 1931–32.

Assistant Secretary, Community Welfare Council, Omaha, Neb., 1932–34; Director of Relief and Administrator, Douglas County Relief Administration, Omaha, 1934–36; Director of Chest and Executive Secretary, Community Welfare Council, Omaha, 1936–44; Director of Personnel, Community Chests and Councils, New York City, 1944 to present.

Earl Parker, New York City

Detroit Chapter: Vice Chairman, 1933–34; Membership Committee; Program Committee. Washington State Chapter: Vice Chairman, 1937; various committees. New York City Chapter: Chairman, Interpretation Committee, 1941–42; Chairman, Wartime Services Committee, 1942–43. National: Committee on Bylaws, 1942–43; Second Vice President, National Board, 1944–45.

Columbia University, 1911–13; Certificate, New York School of Social Work, 1912.

Executive, Council of Social Agencies and Community Fund, Springfield, Ill., 1930–32; Associate Director, Illinois Emergency Relief Administration, 1931–32; Executive Council of Social Agencies, Detroit, 1932–36; Executive, Community Fund and Council, Seattle, 1936–39; Assistant General Director, Family Welfare Association of America, 1939–.

NATIONAL BOARD MEMBERS

Nominated at Large

(Two to be elected for 3 year terms)

Mrs. Eleanor Cranefield, Detroit

Detroit Chapter: Chairman, Program Committee, 1938–39; Member, Personnel Standards and Personnel Practices Committee, 1940–42; Chapter Chairman, 1943–45.

Member, Accrediting Committee and Committee on Educational Opportunities for Minority Group, American Association of Schools of Social Work.

Ph.B., University of Chicago, 1929; M.A., University of Chicago School of Social Service Administration, 1930; additional work, University of Chicago, 1930, 1936, 1941.

Social Case Work, Crane Fund for Widows and Children, Wheeling, Ill., 1931–33; University of Chicago School of Social Service Administration, supervision of field students, case work courses, research at United Charities of Chicago and Cook County Bureau of Public Welfare, 1933–36; Visiting lecturer in Social Case Work, summer sessions, 1936–37, 1939, 1941; Associate Professor of Social Work, University of Michigan, 1936–.

Audrey M. Hayden, Chicago

Chicago Chapter: Chairman, 1942–44; Member, Executive Committee, 1944–45; member various chapter committees.

A.B., Oberlin College.

Director, Council of Social Agencies 1936–38; Chairman, Publicity Committee, Council of Social Agencies, 1938–39; Director, Illinois Society for Prevention of Blindness, 1927 to present.

Esther E. Twente, Lawrence, Kansas

Topeka Chapter: Chairman, Committee on Chapter Organization, 1938; Chairman, Committee on Recruiting Personnel for Professional Education, 1943–; Chapter representative, Regional Conference, 1938, 1942; Chapter representative, Delegate Conference, 1936, 1937. Wichita Chapter: Chairman, 1933. National: Committee on Conference Program, 1938; Secretary, National Board, 1943–44.

B.A., University of Missouri, 1918; New York School of Social Work, summer 1930; School of Social Service Administration, University of Chicago, summers 1938, 1939, 1941.

Member: White House Conference on Children in a Democracy, 1940. Chairman, Kansas Council for Children, 1942–1944.

Assistant Superintendent of Relief and Superintendent of Relief, 1933–37, Kansas Emergency Relief Committee; Assistant Professor of Sociology, University of Kansas, 1937–. Lecturer, Department of Social

Work, University of Denver, summer 1937; Lecturer, Department of Sociology, University of Texas, summer 1942.

Herbert D. Williams, Warwick, New York

Hudson Valley Chapter: Charter member, 1936; Vice-President, 1942 to present; Delegate to Delegate Conference, 1938–39–44; Delegate to New York State Council; Vice-Chairman, New York State Council, 1938–40.

Member: American Psychological Association.

B.A., University of Georgia, 1914; B.S.Ed., 1915; M.A., 1916; Ph.D. State University of Iowa, 1926.

Professor of Psychology, Brenau College, Gainesville, Ga., 1916–18; Assistant Professor of Education, Tulane University, 1920–24; Director, Child Guidance Clinic, Toledo, 1924–27; Technical Advisor and Regional Director, Big Brother and Big Sister Federation, 1927–32; Faculty, Northwestern University; Director of Social Service, Children's Village, Dobbs Ferry, N. Y., 1932–35; Superintendent, New York State Vocational Institute, West Coxsackie, N. Y., 1935; Superintendent, New York State Training School for Boys, State School, N. Y., 1935 to present.

NATIONAL BOARD MEMBERS

Nominated at Large

(One to be elected for 1 year term) to fill unexpired term

Ann Elizabeth Neely, New York City

National: Subcommittee on Technical Requirements of National Membership Committee, 1935–39, chairman, 1936–37; Subcommittee on Approved Agency Criteria of National Membership Committee, 1935–37; Wartime Committee on Personnel, 1943–44; National Board, 1944–1945.

Chairman, American Association for the Study of Group Work, 1942–1944; Vice-Chairman, AASGW; Chairman, Committee on Professional Education, 1944–1945.

A.B., Cornell University, 1919; M.A., University of Chicago; one year's certificate, Carola Woerishoffer Graduate Department of Social Economy and Social Research, Bryn Mawr College.

Instructor and assistant dean of women, Cornell University; Executive, Department of Personnel and Training, National Board YWCA, New York City, 1930–.

Lillian Proctor, Chicago

Chicago Chapter: Secretary of Chapter; Member Executive Committee; Member, Personnel Practices Committee; Member, Committee on Social Services During and After the War; Delegate to Delegate Conference.

M.A., University of Chicago, 1928; Graduate work, Mental Hygiene Fellow, New York School of Social Work; B.A., Fisk University, 1920.

District Superintendent and Caseworker, United Charities of Chicago; Social Worker, Department of Research, Public Schools, Washington, D. C.; Caseworker, Charity Organization Society, New York City, N. Y.; Caseworker, Associated Charities of Cleveland, Ohio.

Present position: Supervisor Midwest District, Cook County Bureau of Public Welfare; District Supervisor, Chicago Welfare Administration, 6 years.

NATIONAL BOARD MEMBERS

Nominated by districts. Elected by total vote, one from each district, to serve for 3 year terms

Nominative District 2

Charlotte C. Donnell, Oklahoma City

Twin City Chapter: Charter member, 1922; Grand Rapids Chapter: Organizer in 1925. Chairman, Program, Membership and Personnel Practices Committees in various chapters.

Member: National Conference of Social Work; American Public Welfare Association.

B.A., Wellesley College, 1914; graduate work State University of Iowa, 1918–19; M.A., University of Chicago, School of Social Service Administration, 1930.

Private family case work agencies as Visitor, District Supervisor and General Secretary, 1919–27; Field Representative, New Mexico State Bureau of Child Welfare, 1927–29; District Consultant, Associated Charities, Cincinnati, 1930–34; Assistant Administrator FERA, Atlanta, 1934–35; Area Supervisor, Pennsylvania SERA, 1935–36; Field Representative, Louisiana Department of Public Welfare, 1936–41 and including one year teaching at Louisiana State University School of Social Work; Supervisor, Division of Public Assistance, Oklahoma State Department of Public Welfare, 1940 to present.

T. Lester Swander, San Antonio

New Jersey Chapter: Chapter Chairman, 1935. South Texas Chapter: Chapter Chairman, 1942–43. San Antonio Chapter: Chairman, Legislative Committee, 1944–45. Chapter Delegate to Delegate Conferences, 1936–37–40–44. National: Member, Subcommittee of National Membership Committee, 1936.

Member: Community Chests and Councils; National Conference of Social Work.

A.B., Earlham College, Richmond, Ind.; M.A., University of Kansas.

Welfare Director, Welfare Federation, Newark, N. J.; Executive Secretary, Council of Social Agencies, Montclair, N. J.; Director, Community Chest and Council of Social Agencies, Corpus Christi, Texas; Secretary-Manager, Community Chest and Council, San Antonio, 1943 to present.

Nominative District 4

Mrs. Florence I. Hosch, Chicago

Chicago Chapter: Member, Executive Committee, 1944–45; Chairman, Government and Social Welfare Committee, 1940–42; Member, Executive Committee, 1942–43; Member, Committee on Social Services During and After the War, 1942–43; Chairman, Chicago Delegation, Delegate Conference, 1941; Delegate, Delegate Conference various times; Member, Committee on Recruitment. National: Chairman, Personnel Practices Committee, 1944–.

M.A., University of Chicago, School of Social Service Administration, 1940.

Executive Secretary, Illinois Board of Public Welfare Commissioners, 1941–43; Social Security Agency, New York City, 1943; Executive Secretary, Illinois Board of Public Welfare Commissioners, 1944 to present.

Mrs. Helen Pearson Roell, Indianapolis

Indianapolis Chapter: Chapter Secretary; Chapter Chairman, 1938–39; Delegate to Delegate Conference, 1944; Chairman, Personnel Standards and Employment Practices Committee. National: Personnel Practices Committee, 1944–.

Chairman, Family and Child Care Section, Indianapolis Council of Social Agencies, 1944–; Program Chairman, Indiana State Conference of Social Work, 1944.

A.B., DePauw University, 1913; M.A., Indiana University; courses, New York School of Social Work.

District Supervisor, Social Service, Public Schools, 1935 to present.

Nominative District 8

Helen Bonsall, Westchester County, New York

Westchester County Chapter: Delegate to Delegate Conference, 1941; Chairman, Membership Committee, 1939–40; Nominating Committee, 1941–42; Chapter Secretary, 1944 to present.

B.A., Wellesley College; M.A., Columbia University.

Assistant Head Worker, College Settlement, New York City, 1925–29; Executive Director, International Institute, Houston, 1930–31; Interviewer, Social Service Bureau, Houston, 1931–32; Case Worker, Musicians Emergency Fund, New York City, 1932–33; Case Supervisor, Department of Public Welfare, White Plains, New York; Case Supervisor, Department of Public Welfare, Tarrytown, New York; Administrative Assistant, Westchester County Department of Public Welfare, Valhalla, N. Y., 1933 to present.

George M. Hallwachs, New York City

New York City Chapter: Chairman, Committee on Plan for State-Wide Organization, 1932–33; Delegate, State Council, 1933–35; Committee on Social Legislation, 1934–35; Nominating Committee, 1937–40; Committee on Defense Programs, 1940–41; Committee on Relations with Community Groups, 1941–42; Executive Committee member-at-large, 1942–43; Chapter Treasurer, 1943 to present. Chairman, Division on Administration, 1942–43; Member, Steering Committee of Executive Committee, 1943–45. National: Subcommittee on Section 6, National Membership Committee, 1933–37; Financial Advisory Committee, 1942–43.

A.B., Western Reserve, 1926; 2 year course Western Reserve School of Applied Social Science, 1928; courses, New York School of Social Work.

Director, Bureau for Men and Boys, Community Service Society, New York City, 1929 to present.

NOMINATING COMMITTEE MEMBERS

(One to be elected from each district for 3 year terms)

Nominative District 1

Gladys Dobson, Portland, Oregon

Oregon Chapter: Chairman, Public Welfare Survey Committee; Member of Membership Committee; Chairman, Committee on Selection of Director for Boy's Training School; Chairman, Joint Legislative Committee of AASW and State Conference of Social Work; Chapter Chairman, 1937–39; Executive Committee, 2 year term; Chairman, Personnel Practices Committee, 1940–42; Member, Professional Education Committee; Chairman Community Organization Committee concerned with State Legislation, 1945.

Member: American Association of Psychiatric Social Workers; vice-president, American Association of School Social Workers.

A.B., Reed College, M.S.S., Smith College School for Social Work; University of Chicago SSSA.

Social Welfare League, Seattle; Public Welfare Bureau, Portland, Ore.; Institute for Juvenile Research, Chicago; Visiting Teacher, Portland Public Schools, Portland, Ore.; Washington State Department of Social Security, field representative and assistant director of social work. Teaching, University of Oregon Medical School, Department of Nursing Education; Teaching, University of Washington Graduate School of Social Work, one quarter; Supervisor, Child Guidance and Visiting Teacher Departments, Portland Public Schools and University of Oregon Medical School—present employment.

John F. Hall, Seattle

Puget Sound Chapter: Chapter Chairman, 1934–35. Delegate to Delegate Conference, 1925.

Member: National Conference of Social Work; American Public Welfare Association, American Social Hygiene Association. Member, Executive Committee, Community Chests and Councils, 1925–27 and 1931–33; Vice-Chairman, National Social Work Publicity Council, 1929–30; Member Executive Committee, National Conference of Social Work, 1934–37; Member, White House Conference, 1940; President, Washington State Conference of Social Work, 1942–43.

B.A., Doane College, Crete, Nebraska, 1909; M.A., Social Science, Yale University, 1915.

Welfare Federation, Cleveland, 1919–23; Director, Norfolk, Va., Community Chest and Council, 1923–27; Exec. Secretary, Omaha Community Chest and Welfare Federation, 1927–29; Director, Seattle Community Fund and Council, 1929–35; District Administrator, Washington ERA and Civil Works Administration, 1933–34; Staff Assistant, Washington State Department of Social Security, 1936–38; Present, State Director Washington Children's Home Society, 1938–; and Lecturer, Graduate School of Social Work, University of Washington, 1934–39.

Nominative District 2

Eda Houwink, St. Louis

St. Louis Chapter: Membership Committee, 1935–37; Committee on Case Work, 1936–37; Recruiting Committee, 1943–44; Chairman, Nominating Committee, 1943–44; Program Committee, 1944–45. Nebraska Chapter: Chairman, Nominating Committee, 1941–42.

Vice-President, National Association for Aid to Dependent Children, 1940–42; Chairman, Program Committee, Midwestern Section, National Association for Aid to Dependent Children.

A.B., Washington University, 1932; M.S.W., Department of Social Work, Washington University, 1933; graduate work, School of Social Service Administration, University of Chicago, 1938–41; summer 1942.

Student Supervisor, School of Social Service Administration, University of Chicago, 1938–41; Lecturer, Indiana University, 1939; Associate Professor, School of Social Work, University of Nebraska, 1941–42 and summer of 1940; Student Supervisor, American Red Cross, St. Louis Chapter 1942 to present; Lecturer, St. Louis University, 1942–44; Visiting Lecturer, School of Social Welfare, Louisiana State University, summer 1944.

Campbell Loughmiller, Dallas, Texas

North Texas Chapter: Chairman, Planning Committee; Chairman, Nominating Committee.

Member: American Public Welfare Association.

B.A., University of California; one year graduate work, School of Social Work, University of California.

Chief, Community and Family Services Section, Farm Security Administration, Region 8, Dallas, Texas, 1936–39; Director, City-County Department of Public Welfare, Dallas, Texas, 1939–1942; Assistant Chief of Operations, War Food Administration, Office of Labor, Division 3 (includes the 17 states through the middle of the country from Texas to Michigan), 1942 to present.

Nominative District 8

Lyman Ford, Westchester County, New York

Kansas City Chapter: President, 1936.

B.A., Denison University, 1931; M.A., Social Administration, Ohio State University.

Publicity Director, Chest and Council, Columbus, Ohio; Executive Secretary, Community Chest Association, Kansas City, Mo.; Executive Secretary, Community Chest and Council of Social Agencies, Evanston, Ill.; Director of Health and Welfare Planning, Community Chests and Councils, Inc., New York City—present position.

Constance Hastings, New York City

New York City Chapter: Committee on Relations with Community Groups, 1941–42; Chairman, Committee on Insurance, Assistance and Work Programs, 1941–42; Chairman, Subcommittee on Social Insurances, 1943–44; Chairman, Committee on Membership Requirements, 1942–43; Nominating Committee, 1942–45; Chairman, Committee on Social Insurance, 1944–45. National: Subcommittee on Public Welfare of National Membership Committee, 1941–42; National Membership Committee, 1943–45.

B.S., Elmira College, M.S.W., Pennsylvania School of Social Work.

Assistant Director, County Agency Department, Children's Aid Society of Pennsylvania, 1926–35; Field Instructor, Pennsylvania Department of Public Assistance, 1935–38; County Supervisor, Philadelphia County Board of Assistance, 1938–40; Associate Regional Representative, Bureau of Public Assistance, Social Security Board, New York City, 1940 to present.